



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Citizenship

Board Approved:

August 2026

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     | Board Approved:                                                                                 |             | August 2026                                                                                        |  |
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| Course Purpose:                  | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                                                                                                 |             |                                                                                                    |  |
| Reading Strategies               | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                     |                                                                                                 |             |                                                                                                    |  |
| Writing Frameworks               | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                     |                                                                                                 |             |                                                                                                    |  |
| Discourse Protocols              | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | JigSaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                     |                                                                                                 |             |                                                                                                    |  |
|                                  | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |                                                                                                 |             |                                                                                                    |  |
| Running Cross-Unit Tool          | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                     |                                                                                                 |             |                                                                                                    |  |
| Unit                             | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus    |                                                                                                 |             |                                                                                                    |  |
| Citizenship                      | How do I evaluate the reliability and possible bias of a news source writing about a debated policy like immigration?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Informational text/data from Census.gov on U.S. population trends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | citizenship         | The legal status of belonging to a country, with its accompanying rights and responsibilities.  | immigration | The act of moving to a new country to live there permanently.                                      |  |
|                                  | How do I read data displays (census figures, population trends) as informational text?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Current news articles on immigration policy (Erie Times News, Newsweek)                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | naturalization      | The legal process by which a foreign-born person becomes a citizen.                             | nationalism | Pride in and devotion to one's nation, sometimes placing it above other loyalties.                 |  |
|                                  | How do I write a well-reasoned, evidence-based argument on a genuinely debated civic question?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Informational text on the rights and responsibilities of U.S. citizens                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | civic participation | The ways citizens engage in public life, such as voting, volunteering, or contacting officials. | patriotism  | Love and support for one's country.                                                                |  |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text distinguishing nationalism from patriotism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | census              | An official count of a population, conducted in the U.S. every ten years.                       | quota       | A fixed limit on the number or proportion of something, such as immigrants admitted from a region. |  |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | population density  | The number of people living in a given area, usually per square mile.                           |             |                                                                                                    |  |
| Curriculum Resources & Materials | *Chromebook/Schoolology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Frayer Model       | *Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster    |             | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric   |  |

| Pacing Guide                    |                                                                                                                                                                                                                                                                 |                                                                                                         |                                                                                                               |                                                                                    |
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| Week (s)                        | Content Focus                                                                                                                                                                                                                                                   | Reading Skill                                                                                           | Writing Task                                                                                                  | Discourse/Talk                                                                     |
| 1                               | Duties and responsibilities of U.S. citizens; civic and political participation                                                                                                                                                                                 | List/enumeration text structure: rights vs. responsibilities of citizens; sort claims into categories.  | CER paragraph: what is the right balance between rights and responsibilities?                                 | Socratic seminar: what are the roles of a citizen in American democracy?           |
| 2                               | Population growth, the census, and immigration trends                                                                                                                                                                                                           | Data-as-text; interpret census and population data; evaluate bias in real news articles on immigration. | Culminating argumentative essay: is immigration an overall positive or negative policy for the United States? | Four Corners / structured debate on U.S. immigration policy, using cited evidence. |
| <b>Culminating Task:</b>        | "Is Immigration a Positive or Negative Policy?"<br>Students write an argumentative essay answering the unit's essential question, using evidence from census/population data and at least one current news source, and addressing at least one counterargument. |                                                                                                         |                                                                                                               |                                                                                    |
| <b>Extended Discourse Task:</b> | Discussion: how can nationalism and patriotism be used responsibly? Use specific examples to support your reasoning.                                                                                                                                            |                                                                                                         |                                                                                                               |                                                                                    |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Foundations of Democracy

Board Approved:

August 2026

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| <b>Course Purpose:</b>          | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                                                                                                      |                                                                                                                             |
| <b>Reading Strategies</b>       | <b>Close Reading &amp; Annotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Text Structure Recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Determining Main Idea &amp; Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Primary vs. Secondary Source Awareness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Vocabulary in Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                             |                                                                                                      |                                                                                                                             |
| <b>Writing Frameworks</b>       | <b>RACE (short response)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>C-E-R (argument/claim)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Explanatory Essay Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Compare/Contrast Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                             |                                                                                                      |                                                                                                                             |
| <b>Discourse Protocols</b>      | <b>Think-Pair-Share</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>JigSaw</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Socratic Seminar/Fishbowl</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Four Corners/Structured Academic Controversy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                             |                                                                                                      |                                                                                                                             |
|                                 | <b>Accountable Talk Stems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |                                                                                                      |                                                                                                                             |
| <b>Running Cross-Unit Tool</b>  | <b>The Founding Documents &amp; Power Tracker</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                             |                                                                                                      |                                                                                                                             |
| <b>Unit</b>                     | <b>Literacy Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Suggested Informational Text Sets</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Vocabulary Focus</b>     |                                                                                                      |                                                                                                                             |
| <b>Foundations of Democracy</b> | How do I trace how an idea (natural rights, separation of powers) develops across multiple primary source documents over time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Informational texts on Ancient Athens and Rome's contributions to democratic ideas<br><br>Summaries of John Locke's and Montesquieu's political philosophy                                                                                                                                                                                                                                                                                                                                                                                          | <b>natural rights</b>       | Rights believed to belong to all people simply by being human, such as life, liberty, and property.  | <b>ratification</b><br>The formal approval of a document, such as the Constitution, making it official.                     |
|                                 | How do I compare different types of government using shared categories of evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Informational text on the Magna Carta, the English Bill of Rights, and the Mayflower Compact<br><br>The Declaration of Independence and the U.S. Constitution (read about and analyzed; not reproduced at length)                                                                                                                                                                                                                                                                                                                                   | <b>social contract</b>      | The idea that government's authority comes from an agreement among the people it governs.            | <b>unalienable rights</b><br>Rights that cannot be taken away or given up, as described in the Declaration of Independence. |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>separation of powers</b> | Dividing government authority among separate branches to prevent any one from becoming too powerful. | <b>tyranny</b><br>Cruel or unjust use of power by a government or ruler.                                                    |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>checks and balances</b>  | A system in which each branch of government can limit the power of the others.                       | <b>republic</b><br>A form of government in which power is held by citizens who elect representatives.                       |

|                                             |                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                     |                                                                                                                                              |                                                                                                                                  |
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|                                             | How do I write and speak about how a historical document tried to prevent abuse of power?                                                                                                                                                                     | Selected Federalist and Anti-Federalist arguments, summarized<br><br>Informational text on the Bill of Rights and a landmark Supreme Court case | <b>federalism</b>                                                                                   | A system of government in which power is divided between a national government and state governments.                                        |                                                                                                                                  |
| <b>Curriculum Resources &amp; Materials</b> | *Chromebook/Schoology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org                                                 |                                                                                                                                                 | <a href="#">*Frayer Model</a>                                                                       | <a href="#">*Accountable Talk Stems</a><br><a href="#">*Text Structure Signal Word Reference Sheet</a><br><a href="#">*Annotation Poster</a> | <a href="#">*C-E-R (Claim-Evidence-Reasoning) Template</a><br><a href="#">*C-E-R (Claim-Evidence-Reasoning) frame and rubric</a> |
| Pacing Guide                                |                                                                                                                                                                                                                                                               |                                                                                                                                                 |                                                                                                     |                                                                                                                                              |                                                                                                                                  |
| Week (s)                                    | Content Focus                                                                                                                                                                                                                                                 | Reading Skill                                                                                                                                   | Writing Task                                                                                        |                                                                                                                                              | Discourse/Talk                                                                                                                   |
| 1                                           | Ancient and Enlightenment roots of democracy (Athens, Rome, Locke, Montesquieu, Magna Carta, English Bill of Rights, Mayflower Compact)                                                                                                                       | Trace one idea (e.g., natural rights) across multiple sources; practice corroborating and sourcing informational texts.                         | Explanatory paragraph tracing how one idea moved from an earlier document into American government. |                                                                                                                                              | Jigsaw: small groups become experts on one foundational document and teach the class its key contribution.                       |
| 2                                           | From independence to a new government (Declaration of Independence, weaknesses of the Articles of Confederation, Federalists vs. Anti-Federalists)                                                                                                            | Cause-and-effect text structure: how the Articles' weaknesses led to the push for a new Constitution.                                           | CER paragraph: what was the most serious weakness of the Articles of Confederation?                 |                                                                                                                                              | Structured Academic Controversy: Federalists vs. Anti-Federalists on ratifying the Constitution.                                 |
| 3                                           | The Constitution, checks and balances, and the Bill of Rights, and later amendments                                                                                                                                                                           | Process/system text structure: how checks and balances function among the three branches.                                                       | Culminating essay: how have the concepts of equality and liberty evolved in American history?       |                                                                                                                                              | Socratic seminar on a landmark Supreme Court case connected to the Bill of Rights.                                               |
| <b>Culminating Task:</b>                    | "How Have Equality and Liberty Evolved?"<br>Students write an explanatory essay tracing how equality and/or liberty evolved across at least three documents or amendments studied in the unit (e.g., the Declaration, the Bill of Rights, a later amendment). |                                                                                                                                                 |                                                                                                     |                                                                                                                                              |                                                                                                                                  |
| <b>Extended Discourse Task:</b>             | Discussion: how can abuse of power be avoided? Use evidence from at least two mechanisms studied (checks and balances, federalism, the Bill of Rights).                                                                                                       |                                                                                                                                                 |                                                                                                     |                                                                                                                                              |                                                                                                                                  |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Colonies Take Root

Board Approved:

August 2026

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|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|
| Course Purpose:                  | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                                                                                              |             |                                                                                                  |
| Reading Strategies               | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                    |                                                                                              |             |                                                                                                  |
|                                  | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                    |                                                                                              |             |                                                                                                  |
|                                  | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                                                                                              |             |                                                                                                  |
|                                  | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                    |                                                                                              |             |                                                                                                  |
|                                  | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                    |                                                                                              |             |                                                                                                  |
| Writing Frameworks               | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                    |                                                                                              |             |                                                                                                  |
|                                  | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                    |                                                                                              |             |                                                                                                  |
|                                  | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                    |                                                                                              |             |                                                                                                  |
|                                  | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                    |                                                                                              |             |                                                                                                  |
| Discourse Protocols              | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                                                              |             |                                                                                                  |
|                                  | JigSaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                    |                                                                                              |             |                                                                                                  |
|                                  | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                              |             |                                                                                                  |
|                                  | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                    |                                                                                              |             |                                                                                                  |
|                                  | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                                                                                              |             |                                                                                                  |
| Running Cross-Unit Tool          | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                    |                                                                                              |             |                                                                                                  |
| Unit                             | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus   |                                                                                              |             |                                                                                                  |
| Colonies Take Root               | How do I compare colonial regions using shared categories of evidence (geography, economy, religion, society)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Informational text on the founding and struggles of Jamestown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | colony             | A territory controlled by another country and settled by people from that country.           | cash crop   | A crop grown to be sold for profit rather than used by the grower.                               |
|                                  | How does a text use multiple causes to explain why people made the risky decision to emigrate?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Informational text on the Pilgrims, the Mayflower Compact, and Plymouth Colony                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | charter            | An official document granting rights or privileges, such as permission to found a colony.    | Tidewater   | The low-lying coastal region of the Southern colonies, known for large plantations.              |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Comparative texts on the New England, Middle, and Southern colonies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | dissent            | Disagreement with an official or widely held view, especially a religious or political one.  | backcountry | The inland frontier region of the Southern colonies, settled by small farmers.                   |
|                                  | How do I write a comparative paragraph about regional development using specific evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Informational text on Spanish colonies and missions in Florida and the borderlands                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | indentured servant | A person who worked for a set number of years in exchange for passage to the colonies.       | mission     | A Spanish religious settlement established to convert Native Americans to Christianity           |
| Curriculum Resources & Materials | *Chromebook/Schoolology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov;<br>billofrightsinstitute.org; oyez.org; congress.gov; allsides.com;<br>ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Frayer Model      | *Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster |             | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric |

| Pacing Guide             |                                                                                                                                                                                                                                                    |                                                                                                           |                                                                                      |                                                                                          |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Week (s)                 | Content Focus                                                                                                                                                                                                                                      | Reading Skill                                                                                             | Writing Task                                                                         | Discourse/Talk                                                                           |
| 1                        | The first English settlements: Jamestown and Plymouth                                                                                                                                                                                              | Cause-and-effect text structure: why settlers came, and why early colonies struggled or survived.         | RACE response: how did the Pilgrims manage to survive their first years in Plymouth? | Think-Pair-Share comparing the founding and early struggles of Jamestown and Plymouth.   |
| 2                        | The New England and Middle Colonies                                                                                                                                                                                                                | Compare/contrast text structure: geography, religion, and economy across regions.                         | Compare/contrast paragraph on the New England and Middle Colonies.                   | Jigsaw: small groups research one colony and report its distinct qualities to the class. |
| 3                        | The Southern Colonies and Spanish colonies on the borderlands                                                                                                                                                                                      | Description and cause-effect text structures: Tidewater vs. backcountry; the purpose of Spanish missions. | Culminating comparative essay across colonial regions.                               | Gallery walk comparing all colonial regions studied in the unit.                         |
| Culminating Task:        | "How Did Geography and Belief Shape Colonial Development?"<br>Students write a comparative essay on how geography and/or religious belief shaped the development of at least two colonial regions, citing specific evidence from the unit's texts. |                                                                                                           |                                                                                      |                                                                                          |
| Extended Discourse Task: | Socratic seminar: how did religious beliefs and dissent shape settlement patterns in the New England Colonies specifically?                                                                                                                        |                                                                                                           |                                                                                      |                                                                                          |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit The Road to Revolution

Board Approved:

August 2026

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|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Course Purpose:</b>                      | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Reading Strategies</b>                   | <b>Close Reading &amp; Annotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Text Structure Recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Determining Main Idea &amp; Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Primary vs. Secondary Source Awareness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Vocabulary in Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Writing Frameworks</b>                   | <b>RACE (short response)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>C-E-R (argument/claim)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Explanatory Essay Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Compare/Contrast Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Discourse Protocols</b>                  | <b>Think-Pair-Share</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Jigsaw</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Socratic Seminar/Fishbowl</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Four Corners/Structured Academic Controversy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                               |                                                                                    |                                                                                                      |
|                                             | <b>Accountable Talk Stems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Running Cross-Unit Tool</b>              | <b>The Founding Documents &amp; Power Tracker</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Unit</b>                                 | <b>Literacy Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Suggested Informational Text Sets</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Vocabulary Focus</b>                                                                                       |                                                                                    |                                                                                                      |
| <b>The Road to Revolution</b>               | <i>How does a text trace an escalating chain of cause-and-effect events leading to conflict?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Informational text on the causes and results of the French and Indian War                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>boycott</b>                                                                                                | A refusal to buy or use goods or services as a form of protest.                    | <b>Patriot</b><br>A colonist who supported independence from Britain.                                |
|                                             | <i>How do I compare differing perspectives (Patriot vs. Loyalist, colonist vs. British) on the same events?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational texts on colonial responses to British tax laws (Stamp Act, Townshend Acts)<br>Multiple-perspective accounts of the Boston Massacre                                                                                                                                                                                                                                                                                                                                                                                                   | <b>repeal</b>                                                                                                 | To officially cancel a law.                                                        | <b>Loyalist</b><br>A colonist who remained loyal to Britain during the Revolution.                   |
|                                             | <i>How do I write an argument evaluating whether a historical protest action was justified?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the Boston Tea Party and the Intolerable Acts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>propaganda</b>                                                                                             | Information, often biased or misleading, used to promote a cause or point of view. | <b>petition</b><br>A formal written request, often signed by many people, appealing to an authority. |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the events at Lexington and Concord                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>militia</b>                                                                                                | A group of civilians organized for military service, especially in an emergency.   | <b>sedition</b><br>Speech or action that incites rebellion against governmental authority.           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                               |                                                                                    |                                                                                                      |
| <b>Curriculum Resources &amp; Materials</b> | *Chromebook/Schoology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov;<br>billofrightsinstitute.org; oyez.org; congress.gov; allsides.com;<br>ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Frayer Model<br>*Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster |                                                                                    | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric     |

| Pacing Guide                    |                                                                                                                                                                                                                     |                                                                                           |                                                                                          |                                                                                                   |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Week (s)                        | Content Focus                                                                                                                                                                                                       | Reading Skill                                                                             | Writing Task                                                                             | Discourse/Talk                                                                                    |
| 1-2                             | The French and Indian War and trouble on the frontier                                                                                                                                                               | Cause-and-effect chain: the causes and results of the French and Indian War.              | Summary paragraph on how the war set the stage for later conflict with Britain.          | Think-Pair-Share: how did the war draw colonists together while increasing friction with Britain? |
| 3-4                             | Colonial resistance: tax laws, the Boston Massacre, the Boston Tea Party                                                                                                                                            | Compare perspectives text structure: Patriot vs. British accounts of the Boston Massacre. | CER paragraph: was the Boston Tea Party a justified form of protest?                     | Structured debate: was colonial resistance justified resistance or unlawful defiance?             |
| 5-6                             | From protest to rebellion: the Intolerable Acts, Lexington and Concord, the Second Continental Congress                                                                                                             | Cause-and-effect/sequence text structure tracing the escalation to war.                   | Culminating essay: how did the relationship between Britain and the colonies fall apart? | Socratic seminar: whose position was more reasonable, the Patriots or the Loyalists?              |
| <b>Culminating Task:</b>        | "From Protest to Rebellion"<br>Students write a cause-and-effect essay explaining how the relationship between Britain and the colonies broke down, citing evidence from at least three events studied in the unit. |                                                                                           |                                                                                          |                                                                                                   |
| <b>Extended Discourse Task:</b> | Debate: were the colonists' protest actions (boycotts, the Tea Party) justified, or did they go too far? Support your position with specific evidence.                                                              |                                                                                           |                                                                                          |                                                                                                   |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit The American Revolution

Board Approved:

August 2026

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|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------|
| Course Purpose:         | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                                                                                                     |               |                                                                                          |
| Reading Strategies      | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                  |                                                                                                                     |               |                                                                                          |
|                         | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                  |                                                                                                                     |               |                                                                                          |
|                         | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |                                                                                                                     |               |                                                                                          |
|                         | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                                                                     |               |                                                                                          |
|                         | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                                                                                                     |               |                                                                                          |
| Writing Frameworks      | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                                                                     |               |                                                                                          |
|                         | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                  |                                                                                                                     |               |                                                                                          |
|                         | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                  |                                                                                                                     |               |                                                                                          |
|                         | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                  |                                                                                                                     |               |                                                                                          |
| Discourse Protocols     | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                                                                                     |               |                                                                                          |
|                         | Jigsaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                  |                                                                                                                     |               |                                                                                          |
|                         | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                  |                                                                                                                     |               |                                                                                          |
|                         | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                  |                                                                                                                     |               |                                                                                          |
|                         | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                                                     |               |                                                                                          |
| Running Cross-Unit Tool | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                  |                                                                                                                     |               |                                                                                          |
| Unit                    | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus |                                                                                                                     |               |                                                                                          |
| The American Revolution | How do I analyze the structure and persuasive purpose of a founding document like Common Sense or the Declaration of Independence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Informational text on Thomas Paine's Common Sense and its persuasive purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | pamphlet         | A short, unbound printed publication, often used to spread political ideas — as Thomas Paine did with Common Sense. | treaty        | A formally signed agreement between two or more nations.                                 |
|                         | How does a text use multiple causes to explain why the Americans ultimately won the war?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The structure and purpose of the Declaration of Independence (analyzed, not reproduced at length)                                                                                                                                                                                                                                                                                                                                                                                                                                                   | grievance        | A formal complaint, especially about unfair treatment.                                                              | turning point | A moment in an event after which the outcome is significantly more likely to go one way. |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the Battle of Saratoga as a turning point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | mercenary        | A soldier hired to fight for a foreign power.                                                                       | casualties    | People killed, wounded, or captured in war.                                              |
|                         | How do I write about a historical event from multiple groups' perspectives (soldiers, African Americans, women, civilians)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Texts on the roles of African Americans, women, and civilians during the war                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | alliance         | A formal agreement between groups or nations to cooperate, especially in war.                                       |               |                                                                                          |
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the Treaty of Paris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                                                                                     |               |                                                                                          |

|                                  |                                                                                                                                                                                                                      |                                                                                  |                                                                                                                                                 |                                                                                              |                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Curriculum Resources & Materials | *Chromebook/Schoolology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org      |                                                                                  | *Frayer Model                                                                                                                                   | *Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric                       |
|                                  | Pacing Guide                                                                                                                                                                                                         |                                                                                  |                                                                                                                                                 |                                                                                              |                                                                                                                        |
|                                  | Week (s)                                                                                                                                                                                                             | Content Focus                                                                    | Reading Skill                                                                                                                                   | Writing Task                                                                                 | Discourse/Talk                                                                                                         |
|                                  | 1-2                                                                                                                                                                                                                  | Declaring independence: Thomas Paine and the Declaration of Independence         | Persuasive/rhetorical text structure in Common Sense; analyze the Declaration's structure (grievances, principles, declaration).                | RACE response: how did Thomas Paine persuade colonists to support independence?              | Think-Pair-Share on how the Declaration of Independence is organized and why.                                          |
|                                  | 3-4                                                                                                                                                                                                                  | A critical time and the war widens: Saratoga, foreign aid, diverse wartime roles | Cause-and-effect text structure (why Saratoga was a turning point); multiple-perspectives text structure (African Americans, women, civilians). | Explanatory paragraph on one group's experience of the Revolutionary War.                    | Jigsaw: groups research one group's wartime role and report to the class.                                              |
|                                  | 5-6                                                                                                                                                                                                                  | Winning independence: the final battle and the Treaty of Paris                   | Multiple-cause text structure explaining the American victory.                                                                                  | Culminating CER essay: what factor most led to American victory?                             | Socratic seminar on the lasting effects of the American Revolution, including for groups who did not gain full rights. |
| Culminating Task:                | "What Factor Most Led to American Victory?"<br>Students write a claim-evidence-reasoning essay identifying the factor they judge most responsible for the American victory, addressing at least one counterargument. |                                                                                  |                                                                                                                                                 |                                                                                              |                                                                                                                        |
| Extended Discourse Task:         | Seminar: what were the effects of the American Revolution, and who was left out of its promise of liberty? Cite specific text evidence.                                                                              |                                                                                  |                                                                                                                                                 |                                                                                              |                                                                                                                        |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Creating the Constitution

Board Approved:

August 2026

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|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------|
| Course Purpose:                  | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                                                                              |                         |                                                                                                  |
| Reading Strategies               | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                  |                                                                                              |                         |                                                                                                  |
|                                  | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                  |                                                                                              |                         |                                                                                                  |
|                                  | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |                                                                                              |                         |                                                                                                  |
|                                  | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                                              |                         |                                                                                                  |
|                                  | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                                                                              |                         |                                                                                                  |
| Writing Frameworks               | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                                                                              |                         |                                                                                                  |
|                                  | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                  |                                                                                              |                         |                                                                                                  |
|                                  | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                  |                                                                                              |                         |                                                                                                  |
|                                  | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                  |                                                                                              |                         |                                                                                                  |
| Discourse Protocols              | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                                                              |                         |                                                                                                  |
|                                  | Jigsaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                  |                                                                                              |                         |                                                                                                  |
|                                  | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                  |                                                                                              |                         |                                                                                                  |
|                                  | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                  |                                                                                              |                         |                                                                                                  |
|                                  | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                              |                         |                                                                                                  |
| Running Cross-Unit Tool          | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                  |                                                                                              |                         |                                                                                                  |
| Unit                             | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus |                                                                                              |                         |                                                                                                  |
| Creating the Constitution        | How do I read a text explaining how a specific compromise resolved a political conflict?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Informational text on the weaknesses of the Articles of Confederation                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | compromise       | An agreement in which each side gives up some demands to reach a settlement.                 | bicameral               | Made up of two legislative houses or chambers.                                                   |
|                                  | How do I compare two opposing historical arguments (Federalist vs. Anti-Federalist) on the same issue?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Informational text on the Northwest Ordinance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ratification     | The formal approval of a document, making it officially binding.                             | representation          | Having someone act or speak on one's behalf, especially in government.                           |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the Virginia Plan and the Great Compromise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Federalist       | A supporter of ratifying the Constitution and a stronger national government.                | Great Compromise        | The agreement creating a two-house Congress to balance large and small states' interests.        |
|                                  | How do I write persuasively, taking and defending a side in a historical debate?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summarized Federalist and Anti-Federalist arguments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Anti-Federalist  | An opponent of ratifying the Constitution, fearing too much national power.                  | Three-Fifths Compromise | The agreement on how enslaved people would be counted for representation and taxation.           |
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on the ratification debate and the Bill of Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                  |                                                                                              |                         |                                                                                                  |
| Curriculum Resources & Materials | *Chromebook/Schoolology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Frayer Model    | *Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster |                         | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric |

| Pacing Guide                    |                                                                                                                                                                                                                                                                      |                                                                                                                 |                                                                                              |                                                                                      |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Week (s)                        | Content Focus                                                                                                                                                                                                                                                        | Reading Skill                                                                                                   | Writing Task                                                                                 | Discourse/Talk                                                                       |
| 1-2                             | A weak central government: the Articles of Confederation and the Ordinances of 1785/1787                                                                                                                                                                             | Cause-and-effect text structure: the weaknesses of the Articles of Confederation.                               | Explanatory paragraph on why the Articles of Confederation failed to govern effectively.     | Think-Pair-Share: what lessons did the framers learn from a weak central government? |
| 3-4                             | The Constitutional Convention: the Virginia Plan, the Great Compromise, and the slavery compromises                                                                                                                                                                  | Problem-solution text structure: how compromise resolved conflicts between large/small states and over slavery. | CER paragraph evaluating whether the Great Compromise was a fair resolution.                 | Structured Academic Controversy simulating the Constitutional Convention.            |
| 5-6                             | Ratification: Federalists vs. Anti-Federalists and the Bill of Rights                                                                                                                                                                                                | Compare/contrast text structure of the two ratification positions.                                              | Culminating persuasive essay: take a Federalist or Anti-Federalist position on ratification. | Mock ratification debate and class vote.                                             |
| <b>Culminating Task:</b>        | "Federalist or Anti-Federalist?"<br>Students write a persuasive essay taking a Federalist or Anti-Federalist position on ratifying the Constitution, citing at least two specific concerns or arguments from the historical debate and addressing the opposing view. |                                                                                                                 |                                                                                              |                                                                                      |
| <b>Extended Discourse Task:</b> | Mock debate: reenact the ratification debate, with student groups representing Federalist and Anti-Federalist positions using evidence from the unit's texts.                                                                                                        |                                                                                                                 |                                                                                              |                                                                                      |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Federal Government (Three Branches)

Board Approved:

August 2026

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|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Course Purpose:                     | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
| Reading Strategies                  | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
| Writing Frameworks                  | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
| Discourse Protocols                 | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | JigSaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
|                                     | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
| Running Cross-Unit Tool             | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                                                                                                                   |                                                                                          |                                                                                                  |                                                                                        |
| Unit                                | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus                                                                                                  |                                                                                          |                                                                                                  |                                                                                        |
| Federal Government (Three Branches) | How do I read a process text (how a bill becomes law) and represent it visually and sequentially?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Informational text on the structure and powers of each of the three branches                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | veto                                                                                                              | The power of the president to reject a bill passed by Congress.                          | checks and balances                                                                              | A system in which each branch of government can limit the power of the others.         |
|                                     | How do I read a case summary to determine its main holding and reasoning?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Procedural/sequence text: how a bill becomes law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | override                                                                                                          | When Congress passes a bill despite a presidential veto, requiring a supermajority vote. | cabinet                                                                                          | The group of top advisors who head the executive departments and advise the president. |
|                                     | How do I write a persuasive, evidence-based letter to an actual government official?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summaries of landmark Supreme Court cases                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | jurisdiction                                                                                                      | The official authority of a court to hear and decide cases.                              | committee                                                                                        | A smaller group within Congress that reviews and shapes bills before a full vote.      |
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A real, current bill located via congress.gov's bill search                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | precedent                                                                                                         | A previous court decision used as a guide for deciding later, similar cases.             | constituent                                                                                      | A person represented by an elected official.                                           |
| Curriculum Resources & Materials    | *Chromebook/Schoolology access<br>*supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov; billofrightsinstitute.org; oyez.org; congress.gov; allsides.com; ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | *Frayer Model<br><br>*Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster |                                                                                          | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric |                                                                                        |

| Pacing Guide                    |                                                                                                                                                                                                                                                                                |                                                                                                  |                                                                                             |                                                                             |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Week (s)                        | Content Focus                                                                                                                                                                                                                                                                  | Reading Skill                                                                                    | Writing Task                                                                                | Discourse/Talk                                                              |
| 1                               | The three branches and the legislative branch                                                                                                                                                                                                                                  | Sequence/procedural text structure: how a bill becomes law.                                      | Step-by-step explanatory paragraph on the lawmaking process.                                | Jigsaw: compare the roles and requirements of the House vs. the Senate.     |
| 2                               | The executive branch: presidential powers, the Cabinet, and limits on power                                                                                                                                                                                                    | Description text structure: presidential powers, Cabinet departments, and constitutional limits. | CER paragraph: is presidential power sufficiently limited by the Constitution?              | Socratic seminar on the limits of executive power.                          |
| 3                               | The judicial branch: levels of courts and landmark Supreme Court rulings                                                                                                                                                                                                       | Reading a case summary for its main holding and the Court's reasoning.                           | RACE response summarizing and evaluating a landmark Supreme Court ruling.                   | Mock oral argument or seminar on a landmark case.                           |
| 4                               | Checks and balances in action; culminating task                                                                                                                                                                                                                                | Synthesize across all three branches: how each checks the power of the others.                   | Culminating persuasive letter to a real legislator (via congress.gov) about a current bill. | Showcase: students share their letters and the civic reasoning behind them. |
| <b>Culminating Task:</b>        | A Persuasive Letter to a Legislator<br>Using congress.gov's bill search, students identify a real, current bill and write a formal persuasive letter to their legislator arguing for or against it, following proper letter format and citing specific provisions of the bill. |                                                                                                  |                                                                                             |                                                                             |
| <b>Extended Discourse Task:</b> | Discussion: is the system of checks and balances still effective today? Support your position with a specific, current example.                                                                                                                                                |                                                                                                  |                                                                                             |                                                                             |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit Political Parties and Elections

Board Approved:

August 2026

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|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Course Purpose:</b>                      | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Reading Strategies</b>                   | <b>Close Reading &amp; Annotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Text Structure Recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Determining Main Idea &amp; Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Primary vs. Secondary Source Awareness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Vocabulary in Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Writing Frameworks</b>                   | <b>RACE (short response)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>C-E-R (argument/claim)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Explanatory Essay Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Compare/Contrast Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Discourse Protocols</b>                  | <b>Think-Pair-Share</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>JigSaw</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Socratic Seminar/Fishbowl</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Four Corners/Structured Academic Controversy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
|                                             | <b>Accountable Talk Stems</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Running Cross-Unit Tool</b>              | <b>The Founding Documents &amp; Power Tracker</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Unit</b>                                 | <b>Literacy Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Suggested Informational Text Sets</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Vocabulary Focus</b>                                                                                                                                                           |                                                                                                                                  |                                                                                                                   |
| <b>Political Parties and Elections</b>      | <i>How do I identify persuasive and propaganda techniques in media, and evaluate a source's credibility?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Informational text on the history of the American two-party system<br><br>Balanced/even-handed text on liberalism and conservatism<br><br>Current news articles (Erie Times Newspaper) and political maps (New York Times, U.S. political map)                                                                                                                                                                                                                                                                                                      | <b>political party</b>                                                                                                                                                            | <i>An organized group of people who share similar views and work to elect candidates who represent them.</i>                     | <b>electoral college</b><br>The system of electors who formally choose the U.S. president based on state results. |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>platform</b>                                                                                                                                                                   | <i>The stated positions and goals a political party or candidate campaigns on.</i>                                               | <b>popular vote</b><br>The total votes cast directly by citizens, as opposed to electoral votes.                  |
|                                             | <i>How do I read and interpret data displays (electoral maps, voter turnout data) as informational text?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Informational text on the Electoral College<br><br>Examples of political propaganda techniques for analysis                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>propaganda</b>                                                                                                                                                                 | <i>Information, often biased or misleading, spread to promote a particular political cause.</i>                                  | <b>incumbent</b><br>A politician currently holding the office being contested in an election.                     |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>bias</b>                                                                                                                                                                       | <i>A tendency to favor one perspective unfairly over another.</i>                                                                | <b>media literacy</b><br>The ability to critically analyze and evaluate media messages and sources.               |
|                                             | <i>How do I write a media-literacy analysis evaluating a real news source or political advertisement?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                   |
| <b>Curriculum Resources &amp; Materials</b> | *Chromebook/Schoology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov;<br>billofrightsinstitute.org; oyez.org; congress.gov; allsides.com;<br>ballotpedia.org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">*Frayer Model</a><br><br><a href="#">*Accountable Talk Stems</a><br><a href="#">*Text Structure Signal Word Reference Sheet</a><br><a href="#">*Annotation Poster</a> | <a href="#">*C-E-R (Claim-Evidence-Reasoning) Template</a><br><a href="#">*C-E-R (Claim-Evidence-Reasoning) frame and rubric</a> |                                                                                                                   |

| Pacing Guide                    |                                                                                                                                                                                                                                    |                                                                                                           |                                                                            |                                                                                               |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Week (s)                        | Content Focus                                                                                                                                                                                                                      | Reading Skill                                                                                             | Writing Task                                                               | Discourse/Talk                                                                                |
| 1                               | Political parties then and now: history, the two-party system, liberalism/conservatism, third parties                                                                                                                              | Sequence/chronology text structure (history of parties) and compare/contrast (ideologies, third parties). | Compare/contrast paragraph on two political ideologies or parties.         | Four Corners on a current political issue, using evidence rather than personal opinion alone. |
| 2                               | Elections and the Electoral College                                                                                                                                                                                                | Data-as-text: interpreting electoral maps and past election results.                                      | Explanatory paragraph analyzing an electoral map or past election data.    | Think-Pair-Share predicting a current election's outcome using evidence.                      |
| 3                               | Media, propaganda, and campaign finance                                                                                                                                                                                            | Identify propaganda techniques and evaluate source credibility in real media texts.                       | Culminating media-literacy analysis of a real news source or political ad. | Seminar: what sources of information can we trust to tell us the truth?                       |
| <b>Culminating Task:</b>        | A Media Literacy Analysis<br>Students select a real news article or political advertisement and write an analysis identifying its claims, evaluating its credibility and possible bias, and naming any propaganda techniques used. |                                                                                                           |                                                                            |                                                                                               |
| <b>Extended Discourse Task:</b> | Discussion: are citizens responsible for the success or failure of our government? Support your position with evidence from the unit.                                                                                              |                                                                                                           |                                                                            |                                                                                               |



# Girard School District

## CURRICULUM MAP AND PACING GUIDE

### Gr. 8 Content Literacy-Paired with Social Studies Unit State and Local Government

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
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|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   | Board Approved:                                                                                       |                                                                                              | August 2026        |                                                                                                  |
| Course Purpose:            | This course sits alongside the nine existing Grade 8 units — spanning civics, the colonial era, the Revolution, the founding of the Constitution, and federal, state, and local government — and turns their content into a vehicle for building informational reading, evidence-based writing, and academic discourse. The content and pacing of each original curriculum map are preserved; each unit now also carries an explicit literacy target. Two goals drive every lesson: students should get better at reading and thinking about informational and primary-source text, and they should become more confident using evidence to write and talk about civic and historical content. Instruction stays student-centered — students annotate, discuss, question, and produce their own writing far more than they receive direct instruction. Because these nine units repeatedly return to the same handful of essential questions — how power is gained, used, checked, and justified; how rights and responsibilities are balanced; how governments are created, structured, and changed — this course adds one running tool used across every unit: the Founding Documents & Power Tracker (see below). It gives students a consistent lens for analyzing sources all year and builds toward the persuasive-letter and citizenship-review work already built into Unit 9. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
| Reading Strategies         | Close Reading & Annotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read short informational excerpts multiple times: first for gist, second to underline the main idea, third to circle unfamiliar vocabulary and box text features (headings, captions, maps).                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Text Structure Recognition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Explicitly name each text's structure — description, sequence/chronology, cause-effect, compare-contrast, or problem-solution — since this course relies heavily on cause-effect (escalating events, causes of war, causes of institutional failure) and compare-contrast (Federalist vs. Anti-Federalist, branch vs. branch, government type vs. type).                                                                                                                                                                                            |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Determining Main Idea & Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Separate a passage's central idea from supporting facts using a main-idea-and-details organizer or a one-sentence summary check.                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Primary vs. Secondary Source Awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinguish texts written by people who lived through an event (primary) from texts written later about it (secondary), and consider what each type reveals or leaves out.                                                                                                                                                                                                                                                                                                                                                                          |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Vocabulary in Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Use context clues and word parts (many domain terms share Greek/Latin roots) to determine meaning before confirming with a definition (Frayer Model).                                                                                                                                                                                                                                                                                                                                                                                               |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
| Writing Frameworks         | RACE (short response)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Restate the question, Answer it directly, Cite text evidence, Explain how the evidence supports the answer. Used for daily exit-ticket and quiz responses.                                                                                                                                                                                                                                                                                                                                                                                          |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | C-E-R (argument/claim)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Claim, Evidence, Reasoning — used whenever students take a position (e.g., was a ruler's policy beneficial or harmful; which factor most caused an empire's fall).                                                                                                                                                                                                                                                                                                                                                                                  |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Explanatory Essay Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduction with a clear thesis, then body paragraphs (topic sentence + evidence + explanation), then a conclusion that synthesizes and extends the thesis. Used for every unit's culminating task.                                                                                                                                                                                                                                                                                                                                                |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Compare/Contrast Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Point-by-point or block structure with explicit transition language ("similarly," "in contrast," "whereas") — used constantly in this course to compare colonial regions, opposing arguments, and levels/branches of government.                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
| Discourse Protocols        | Think-Pair-Share                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students think independently, discuss with a partner, then share with the class — used to warm up thinking before whole-group discussion.                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | JigSaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Small groups each master one piece of content, then re-form into mixed groups to teach one another — used across nearly every unit for colonies, branches of government, founding documents, and levels of government.                                                                                                                                                                                                                                                                                                                              |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Socratic Seminar/Fishbowl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A student-led, text-based discussion around an open-ended question, with an inner circle discussing and an outer circle tracking evidence and discourse moves.                                                                                                                                                                                                                                                                                                                                                                                      |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Four Corners/Structured Academic Controversy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students take and defend a position on a debatable question (e.g., Athens vs. Sparta, causes of Rome's fall), then can shift position if persuaded by peers' evidence.                                                                                                                                                                                                                                                                                                                                                                              |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Accountable Talk Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence starters that keep discussion evidence-based and respectful, taught explicitly and posted for reference.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
| Running Cross-Unit Tool    | The Founding Documents & Power Tracker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students keep a single running log (paper or digital) with one row per major source studied — a founding document, a Supreme Court case, a current bill, a news article, or another primary/secondary source. After each unit, they add a row using the same five categories below, which echo the questions about power, rights, and government structure that recur across nearly every unit's essential questions. By Unit 9, the tracker becomes a ready-made evidence bank for the persuasive letter and the end-of-course citizenship review. |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
| Unit                       | Literacy Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Informational Text Sets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Focus  |                                                                                                       |                                                                                              |                    |                                                                                                  |
| State and Local Government | How do I distinguish primary from secondary sources when researching a current bill or local issue?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | PA General Assembly homepage and informational text on state government                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | federalism        | A system of government in which power is divided between a national government and state governments. |                                                                                              | ordinance          | A law or regulation made by a local government.                                                  |
|                            | How do I compare federal, state, and local government structures using shared categories?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Informational text on how a bill becomes law in the PA legislature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | reserved powers   | Powers not given to the national government and therefore kept by the states.                         |                                                                                              | mayor-council plan | A form of city government with an elected mayor and city council sharing power.                  |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Informational text on Girard/Lake City's local government structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | concurrent powers | Powers shared by both the national and state governments.                                             |                                                                                              | primary source     | A firsthand account or original document from the time being studied.                            |
|                            | How do I write a properly formatted persuasive letter that could actually be sent to an official?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A Pennsylvania map (used as visual/geographic text)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | municipality      | A city, borough, or township with its own local government.                                           |                                                                                              | secondary source   | A source that analyzes or interprets information from primary sources.                           |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sample persuasive letters and business letters as mentor texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                                                                                                       |                                                                                              |                    |                                                                                                  |
|                            | Curriculum Resources & Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | *Chromebook/Schoology access<br>*Census.gov<br>**supremecourt.gov<br>*commonlit.org; newsela.com; icivics.org; archives.gov;<br>billofrightsinstitute.org; oyez.org; congress.gov; allsides.com;<br>ballotpedia.org                                                                                                                                                                                                                                                                                                                                 |                   | *Frayer Model                                                                                         | *Accountable Talk Stems<br>*Text Structure Signal Word Reference Sheet<br>*Annotation Poster |                    | *C-E-R (Claim-Evidence-Reasoning) Template<br>*C-E-R (Claim-Evidence-Reasoning) frame and rubric |

| Pacing Guide                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                      |                                                                                                                                 |                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week (s)                        | Content Focus                                                                                                                                                                                                                                                                                                                                                                                                          | Reading Skill                                                                                        | Writing Task                                                                                                                    | Discourse/Talk                                                                                                                                                 |
| 1                               | Federalism and state government: reserved/shared powers, the General Assembly, how a PA bill becomes law                                                                                                                                                                                                                                                                                                               | Description/compare-contrast text structure: federal vs. state vs. local powers.                     | Explanatory paragraph on federalism, using specific examples of reserved and shared powers.                                     | Think-Pair-Share on the advantages and disadvantages of a federal system.                                                                                      |
| 2                               | Local government: counties, townships, boroughs, cities, and mayor-council plans                                                                                                                                                                                                                                                                                                                                       | Compare/contrast text structure across types of local government; primary vs. secondary source sort. | Compare/contrast paragraph on local government types, or on Girard/Lake City's own government structure.                        | Jigsaw: groups research one type of local government and report to the class.                                                                                  |
| 3                               | Persuasive and letter writing (Language Arts collaboration); culminating civic action; Citizenship Test review                                                                                                                                                                                                                                                                                                         | Distinguish primary from secondary sources while researching a real, current state or local bill.    | Culminating formal persuasive/business letter to a state or local legislator, arguing a strength or weakness of a current bill. | Peer feedback circle on persuasive letters; final review seminar synthesizing citizenship themes from across the year in preparation for the Citizenship Test. |
| <b>Culminating Task:</b>        | Persuasive/Business Letter to a State or Local Legislator<br>As specified in the curriculum's ACT 35 requirement, students research a current bill in the state or local legislature, distinguishing primary from secondary sources, and write a formal persuasive business letter arguing a strength or weakness of the bill. This assignment is designed for direct collaboration with the Language Arts department. |                                                                                                      |                                                                                                                                 |                                                                                                                                                                |
| <b>Extended Discourse Task:</b> | Culminating course-wide seminar: drawing on all nine units, discuss what makes an informed, engaged citizen — in preparation for the end-of-course Citizenship Test.                                                                                                                                                                                                                                                   |                                                                                                      |                                                                                                                                 |                                                                                                                                                                |