

Social Studies Pacing Guide

Grade 8

To successfully complete Eighth grade Social Studies the learner will

Core Standard 1A: History: The Foundations of the United States to 1800

- Explain specific causes and effects of the American Revolution. Describe the roles the Founding Fathers played in the establishment of the Republic. Identify the conflicting ideas and the compromises that shaped the new nation.

8.1.3 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754-1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).

8.1.4 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775-1783), including enactment of the Articles of Confederation and the Treaty of Paris.

8.1.5 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.

8.1.6 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789-1792).

8.1.7 The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793-1801), and examine points of agreement and disagreement between these parties.

8.1.8 The American Revolution and Founding of the United States of America: 1754 to 1801. Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).

8.1.9 The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Learning Targets/Outcomes

- Analyze and explain how the roles of the Founding Fathers influenced the establishment of the republic.
- Identify and explain key events leading to the creation of a union.
- Analyze and explain the steps in the implementation of the federal government under the U.S. Constitution.
- Analyze and explain the origin and development of political parties.
- Compare and contrast the positions and philosophies of the Federalist and Democratic-Republican parties.
- Analyze and evaluate the significance of the Election of 1800 and describe the shift in power to Thomas Jefferson's Democratic-Republican Party.
- Compare, contrast, and draw conclusions on the influence of individuals on social and political developments concerning the American Revolution and creation of the republic.

1B. History: Westward Expansion to 1861

- Define Manifest Destiny and explain how the United States grew through westward expansion. Describe the interactions between settlers and Native American Indian groups and identify the consequences of western expansion.

8.1.1 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

8.1.11 National Expansion and Reform: 1801 to 1861. Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803-1806).

8.1.13 National Expansion and Reform: 1801 to 1861. Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

8.1.14 National Expansion and Reform: 1801 to 1861. Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.

8.1.15 National Expansion and Reform: 1801 to 1861. Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.

8.1.16 National Expansion and Reform: 1801 to 1861. Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

8.1.18 National Expansion and Reform: 1801 to 1861. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.

8.1.23 The Civil War and Reconstruction Period: 1850 to 1877. Describe the conflicts between Native American Indians and settlers of the Great Plains.

8.1.24 The Civil War and Reconstruction Period: 1850 to 1877. Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights and Native American Indian removal.

Learning Targets/Outcomes

- Summarize the events leading up to the Louisiana Purchase.
- Analyze the significance of the Lewis and Clark Expedition.
- Analyze the cause and effect of the War of 1812 and explain the Rush-Bagot Agreement.
- Examine the causes of the Monroe Doctrine and assess its effect.
- Define Manifest Destiny and evaluate its relationship to the westward movement and territorial expansion.
- Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts.
- Analyze the conflicts between Native Americans of the Great Plains and settlers during the period of westward expansion.

1C. History: Civil War and Reconstruction to 1877

- Describe the impact of slavery on the United States. Explain the causes of sectionalism and the Civil War, including key events, individuals, and movements. Describe the policies, practices, and consequences of Reconstruction.

8.1.10 The American Revolution and Founding of the United States of America: 1754 to 1801. Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.
Learning Targets/Outcomes <ul style="list-style-type: none">• Compare the differences in the way of life in the northern and southern states.
8.1.16 National Expansion and Reform: 1801 to 1861. Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.
8.1.18 National Expansion and Reform: 1801 to 1861. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.
8.1.20 The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.
Learning Targets/Outcomes <ul style="list-style-type: none">• Develop logical arguments to explain why northern states abolished slavery and why the southern states desired to expand slavery.
8.1.21 The Civil War and Reconstruction Period: 1850 to 1877. Describe the importance of key events and individuals in the Civil War.
8.1.24 The Civil War and Reconstruction Period: 1850 to 1877. Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights and Native American Indian removal.
Learning Targets/Outcomes <ul style="list-style-type: none">• Summarize the importance of key events and individuals in the Civil War.
8.1.22 The Civil War and Reconstruction Period: 1850 to 1877. Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.
Learning Targets/Outcomes <ul style="list-style-type: none">• Evaluate the policies, practices, and effects of Reconstruction.

1D. History: Chronology, Analysis, and Interpretation

- Recognize historical perspective. Formulate questions about issues confronting the United States, and use a variety of sources to compare and contrast American culture.

8.1.28 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making: Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Learning Targets/Outcomes

- Use historical perspective to evaluate historical events and alternative courses of action.

8.1.30 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making: Formulate historical questions by analyzing primary and secondary sources about an issue confronting the United States during the period from 1754-1877.

Learning Targets/Outcomes

- Formulate historical questions by analyzing primary and secondary sources.

8.1.31 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making: Obtain historical data from a variety of sources to compare and contrast examples of art, music and literature during the nineteenth century and explain how these reflect American culture during this time period.

Learning Targets/Outcomes

- Use a variety of sources to analyze popular culture such as art, music, and literature of the 19th century.

Key Vocabulary

Abolition
Anti-federalist
Articles of Confederation
Border States
Civil disobedience
Civil War
Confederacy
Declaration of Independence
Emancipation Proclamation
Federalists
Manifest Destiny
Popular Sovereignty
Racism
Reconstruction
Revolutionary War
Secession
Slavery
Suffrage
Taxation

Core Standard 2: Civics and Government: The U.S. Constitution

2A. Civics and Government: Foundations of United States Government

- Explain the essential ideas of constitutional government including limited government, checks and balances, rule of law, due process of law and representative government as appear in founding documents.

8.2.1 Foundations of Government: Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

8.2.3 Foundations of Government: Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.

Learning Targets/Outcomes

- Identify and explain the essential ideas of constitutional government.
- Distinguish and identify the three branches of government.

2B. Civics and Government: Functions of United States Government

- Identify the three branches of government and describe their powers. Explain the function of government in people's lives. Compare the powers reserved to federal and to state governments.

8.2.3 Foundations of Government: Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.

Learning Targets/Outcomes

- Distinguish and identify the three branches of government.

8.2.4 Foundations of Government: Examine functions of the national government in the lives of people.

Learning Targets/Outcomes

- Examine the effects that the national government has on people.

8.2.5 Functions of Government: Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.

8.2.6 Functions of Government: Distinguish among the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Learning Targets/Outcomes

- Compare and contrast the powers of the federal and state governments.

Key Vocabulary

Amendment

Articles of Confederation

Bill of Rights

Checks and balances

Constitution

Democracy

Executive Branch

Judicial Branch

Legislative Branch

Ratification

Core Standard 3: Geography

3A. Geography: Maps and Globes

- Map and describe the major climate regions and physical regions of the United States. Create maps that identify physical growth and development of the United States.

8.3.2 Places and Regions: Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

Learning Targets/Outcomes

- Identify the physical characteristics and development of the United States through the creation of maps.

8.3.3 Physical Systems: Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

Learning Targets/Outcomes

- Identify and locate the major climate regions of the United States and describe the characteristics of these regions.

8.3.7 Human Systems: Using maps identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.

Learning Targets/Outcomes

- Identify changes that are a result of growth, economics development, and human migration.

8.3.10 Environment and Society: Create maps, graphs and charts showing the distribution of natural resources - such as forests, water sources and wildlife - in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Learning Targets/Outcomes

- Analyze maps, graphs, and charts showing the distribution of natural resources.

3B. Geography: Human and Physical Systems

- Describe the role of major mountain ranges and river systems in the development of the United States. Identify agricultural regions and explain land development and land modification. Explain factors influencing migration and settlement.

8.3.5 Physical Systems: Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

8.3.6 Human Systems: Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.

Learning Targets/Outcomes

- Identify major mountain ranges, river systems, and agricultural regions of the United States.

8.3.9 Human Systems: Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.	
Learning Targets/Outcomes	
<ul style="list-style-type: none"> Analyze human and physical factors that have influenced migration and settlement of the United States. 	
8.3.11 Environment and Society: Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.	
Learning Targets/Outcomes	
<ul style="list-style-type: none"> Analyze various modifications to the physical environment and the impacts on the environment. 	
Key Vocabulary	
Border states Sectionalism Triangular Trade	

Core Standard 4: Economics

4A. Economics: Development of the Nation and the Economy

- Explain how the characteristics of a market economy have affected the development and history of the United States from colonial exploration through reconstruction. Analyze the effects of urbanization and immigration on labor productivity and the development of the United States economy.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Learning Targets/Outcomes

- Evaluate the factors contributing to European exploration and colonization in North America.

8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

Learning Targets/Outcomes

- Evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of the United States.

4B. Economics: Role of Government

- Explain the basic functions of the government in the economy of the United States. (e.g. taxation, providing goods and services, and promoting competition).

8.2.4 Examine functions of the national government in the lives of people

8.4.4 Explain the basic economic functions of the government in the economy of the United States.

Learning Targets/Outcomes

- Identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Key Vocabulary

Manifest Destiny
Sectionalism
Slavery
Triangular Trade

Essential Outcomes

8th Grade U.S. History

1. The American Revolution was a result of many factors.

Learning Goals:

- a. Students will list the events that led to the American Revolution. (8.1.3)
- b. Students will analyze the factors that contributed to the American Revolution and the founding of the United States of America. (8.1.5)
- c. Students will analyze the philosophical contributions to the Declaration of Independence.(8.1.4)
- d. Students will analyze and explain how the roles of the Founding Fathers influenced the establishment of the republic.

2. The Constitutional Government was developed on the central ideas of the Enlightenment.

Learning Goals:

- a. Students will evaluate the weaknesses of the Articles of Confederation. (8.2.5)
- b. Students will investigate the three branches of government. (8.2.3)
- c. Students will analyze and explain the steps in the implementation of the federal government as covered in Articles 4.5.6 of the U.S. Constitution..(8.1.6 & 8.2.5)
- d. Students will explain and analyze the Bill of Rights. (8.2.1)

3. The United States grew from the new republic through westward expansion.

Learning Goals:

- a. Students will summarize the events leading up to the Louisiana Purchase. (8.1.11)
- b. Students will analyze the significance of the Lewis and Clark Expedition. (8.1.11)
- c. Students will analyze the cause and effect of the War of 1812 and explain the Rush-Bagot Agreement. (8.1.23)
- d. Students will examine the causes of the Monroe Doctrine and assess its effect. (8.1.14)
- e. Define Manifest Destiny and evaluate its relationship to the westward movement and territorial expansion. (8.1.15)
- f. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts. (8.1.18)
- g. Analyze the conflicts between Native Americans of the Great Plains and settlers during the period of westward expansion. (8.1.23)

4. The Civil War was a result of slavery and sectionalism.

Learning Goals:

- a. Students will classify the differences in the way of life in the northern and southern states. (8.1.10)
- b. Students will develop logical arguments to explain why northern states abolished slavery and why the southern states desired to expand slavery. (8.1.16, 8.1.18)
- c. Students will analyze the causes and effects leading to the Civil War. (8.1.20)
- d. Students will summarize the importance of key events and individuals in the Civil War. (8.1.21)

5. Reconstruction was a time of racially motivated and discriminatory practices.

Learning Goals:

- a. Students will analyze and explain the importance of the 13th, 14th and 15th amendments. (8.1.22)
- b. Students will investigate the policies and practices associated with the Jim Crow Laws of the South. (8.1.22)

6. Major geographic characteristics contribute to the makeup of the United States.

Learning Goals:

- a. Students will identify the physical characteristics and development of the United States through the creation of maps. (8.3.2)
- b. Students will classify the major climate regions of the United States and describe the characteristics of these regions. (8.3.3)
- c. Students will analyze changes that are a result of growth, economics development, and human migration. (8.3.7)
- d. Students will analyze maps, graphs, and charts showing the distribution of natural resources. (8.3.10)
- e. Students will identify major mountain ranges, river systems, and agricultural regions of the United States. (8.3.5 & 8.3.6)
- f. Students will analyze human and physical factors that have influenced migration and settlement of the United States. (8.3.6)
- g. Students will analyze various modifications to the physical environment and the impacts on the environment. (8.3.11)

7. Economic factors influenced national development from the founding of the nation to the end of Reconstruction.

Learning Goals:

- a. Students will evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of The United States. (8.4.3 & 8.4.6)

8. Participation in the election process is a major civic responsibility in the United States.

Learning Goals:

- a. Students will describe the origin and development of political parties. (8.1.7 & 8.1.8 & 8.2.8 & 8.2.

8th Grade Bundle #1

Standard Indicator: American Revolution

8.1.5 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.

8.1.4 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775-1783), including enactment of the Articles of Confederation and the Treaty of Paris.

8.1.3 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754-1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).

8.2.1 Foundations of Government: Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

8.3.2 Places and Regions: Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Declarative Knowledge		Procedural Knowledge	
Concepts	The American Revolution was a result of many factors. Economic factors influenced national development. Major geographic characteristics contributed to the makeup of the United States.	Processes	Reading Process Writing Process
Organizing Ideas	<ul style="list-style-type: none"> Students will list the events that led to the American Revolution. (8.1.3) Students will analyze the factors that contributed to the American Revolution and the founding of the United States of America. (8.1.5) Students will analyze the philosophical contributions to the Declaration of Independence. (8.1.4) Students will analyze and explain how the roles of the Founding Fathers influenced the establishment of the republic. Students will identify the physical characteristics and development of the United States through the creation of maps. (8.3.2) Students will classify the major climate regions of the United States and describe the characteristics of these regions. (8.3.3) Students will analyze changes that are a result of growth, economics development, and human migration. (8.3.7) Students will analyze maps, graphs, and charts showing the 		

	<p>distribution of natural resources. (8.3.10)</p> <ul style="list-style-type: none"> • Students will identify major mountain ranges, river systems, and agricultural regions of the United States. (8.3.5 & 8.3.6) • Students will analyze human and physical factors that have influenced migration and settlement of the United States. (8.3.6) • Students will analyze various modifications to the physical environment and the impacts on the environment. (8.3.11) • Students will evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of The United States. (8.4.3 & 8.4.6) 		
Details	<p>Economic</p> <ul style="list-style-type: none"> • Financial Impact of the French and Indian War • Parliamentary Acts- Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Intolerable Acts, Quartering Act, Declaratory Act • European Alliances/Native American Alliances <p>Resistance</p> <ul style="list-style-type: none"> • Loyalists, Patriots, Neutrals • Sons of Liberty, Daughters of Liberty • Sam Adams' organizing of the Committees of Correspondence • Stamp Act Congress • Boston Tea Party <p>Fundamental Ideas in the Declaration of Independence</p> <ul style="list-style-type: none"> • Natural Rights • Grievances against the king <p>Political</p> <ul style="list-style-type: none"> • Colonial assemblies • Continental Congress <p>Geography</p> <ul style="list-style-type: none"> • Thematic Maps <ol style="list-style-type: none"> 1. Political 2. Physical 3. Historical 	Skills	<ul style="list-style-type: none"> • Read and analyze maps • Interpret multiple perspectives • Cause and Effect of the American Revolution • Analyze Primary Source documents • Note- taking • Analysis of Enlightenment Period and Revolutionary ideals
Vocabulary	<p>Anti-federalist Articles of Confederation Civil disobedience Declaration of Independence Federalists Popular Sovereignty Taxation</p>		

8th Grade Bundle #2

Standard Indicator: Constitutional Government 8.2.1 Foundations of Government: Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801). 8.2.3 Foundations of Government: Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States. 8.2.5 Functions of Government: Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution. 8.2.6 Functions of Government: Distinguish among the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution. 8.1.6 The American Revolution and Founding of the United States of America: 1754 to 1801. Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789-1792).			
Declarative Knowledge		Procedural Knowledge	
Concepts	The Constitutional Government was developed on the central ideas of the Enlightenment. Economic factors influenced national development. Participation in the election process is a major civic responsibility in the United States.	Processes	Reading Process Writing Process
Organizing Ideas	<ul style="list-style-type: none"> Students will evaluate the weaknesses of the Articles of Confederation. (8.2.5) Students will investigate the three branches of government. (8.2.3) Students will analyze and explain the steps in the implementation of the federal government as covered in Articles 4.5.6 of the U.S. Constitution. (8.1.6 & 8.2.5) Students will explain and analyze the Bill of Rights. (8.2.1) 		

	<ul style="list-style-type: none"> Students will evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of The United States. (8.4.3 & 8.4.6) 		
Details	<p>Foundations</p> <ul style="list-style-type: none"> Weaknesses of Articles of Confederation James Madison "Father of the Constitution" Federalism National vs. State Government <p>Functions</p> <ul style="list-style-type: none"> 3 Branches of Government Amendment Process <ol style="list-style-type: none"> 1. Bill of Rights 2. Ratification <ul style="list-style-type: none"> How a Bill Becomes a Law 7 Principles of Government <ol style="list-style-type: none"> 1. Checks and Balances 2. Limited Government 3. Separation of Powers 4. Popular Sovereignty 5. Federalism 6. Republicanism 7. Individual Rights <p>Marbury v. Madison</p> <ul style="list-style-type: none"> Judicial Review <p>Economics</p> <ul style="list-style-type: none"> Market Economy Traditional Economy Command Economy 	Skills	<ul style="list-style-type: none"> Compare and Contrast economic models Compare and Contrast Articles of Confederation and Constitution Interpret Historical Documents Analysis of how a bill becomes a law
Vocabulary	<p>Amendment</p> <p>Articles of Confederation</p> <p>Bill of Rights</p> <p>Checks and balances</p> <p>Constitution</p> <p>Democracy</p> <p>Executive Branch</p> <p>Judicial Branch</p> <p>Legislative Branch</p> <p>Ratification</p>		

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8th Grade Bundle #3

Standard Indicator: Westward Expansion 8.1.11 National Expansion and Reform: 1801 to 1861. Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803-1806). 8.1.13 National Expansion and Reform: 1801 to 1861. Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818). 8.1.14 National Expansion and Reform: 1801 to 1861. Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences. 8.1.15 National Expansion and Reform: 1801 to 1861. Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States. 8.1.16 National Expansion and Reform: 1801 to 1861. Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery. 8.1.18 National Expansion and Reform: 1801 to 1861. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. 8.1.20 The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery. 8.1.23 The Civil War and Reconstruction Period: 1850 to 1877. Describe the conflicts between Native American Indians and settlers of the Great Plains.			
Declarative Knowledge		Procedural Knowledge	
Concepts	The United States grew from the new republic through Westward Expansion. Major geographic characteristics contribute to the makeup of the United States. Economic factors influenced national development.	Processes	<ul style="list-style-type: none"> • Reading process • Writing process
Organizing Ideas	<ul style="list-style-type: none"> • Students will summarize the events leading up to the Louisiana Purchase. (8.1.11) • Students will analyze the significance of the Lewis and Clark Expedition. (8.1.11) • Students will analyze the cause and effect of the War of 1812 and explain the Rush-Bagot Agreement. (8.1.23) • Students will examine the causes of the Monroe Doctrine and assess its effect. (8.1.14) • Define Manifest Destiny and evaluate its relationship to the westward movement and territorial expansion. (8.1.15) • Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts. (8.1.18) • Analyze the conflicts between Native Americans of the Great Plains and settlers during the period of westward expansion. (8.1.23) • Students will identify the physical characteristics and development of the United States through the creation of maps. (8.3.2) 		

	<ul style="list-style-type: none"> Students will classify the major climate regions of the United States and describe the characteristics of these regions.(8.3.3) Students will analyze changes that are a result of growth, economics development, and human migration. (8.3.7) Students will understand policies regarding the expansion of slavery in the newly acquired lands. (8.1.16, 8.1.20) Students will analyze maps, graphs, and charts showing the distribution of natural resources. (8.3.10) Students will identify major mountain ranges, river systems, and agricultural regions of the United States. (8.3.5 & 8.3.6) Students will analyze human and physical factors that have influenced migration and settlement of the United States. (8.3.6) Students will analyze various modifications to the physical environment and the impacts on the environment. (8.3.11) Students will evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of The United States. (8.4.3 & 8.4.6) 		
Details	<p>Land Acquisition</p> <ul style="list-style-type: none"> Louisiana Purchase - Lewis & Clark Expedition Oregon Territory Gasden Purchase Mexican Cession Adams - Onis Treaty <p>Policies</p> <ul style="list-style-type: none"> Manifest Destiny - Monroe Doctrine - President Monroe's warning to European nations to keep their armies out of their Latin American colonies Kansas- Nebraska Act Missouri Compromise 1820 Compromise 1850 <p>Economic factors</p> <ul style="list-style-type: none"> California Gold Rush Expansion of Slavery into Western Territories Industrial Revolution- Impact of Eli Whitney's cotton gin and competition with Northern Industry. Indian Removal Act <p>The Impact of the Abolitionist Movement</p> <ul style="list-style-type: none"> William Lloyd Garrison 	Skills	<p>Analyze policies</p> <p>Interpreting historical maps</p> <ul style="list-style-type: none"> Evaluate the effect of manifest destiny on westward expansion Compare and contrast the economies of the North and South Analyze the economic factors that contributed to Westward Expansion Analyze the impact of the Reform Movements on Westward Expansion

	<ul style="list-style-type: none"> • Furor over the publication of <i>Uncle Tom's Cabin</i> • John Brown • Frederick Douglass <p>The Impact of the Feminist Movement</p> <ul style="list-style-type: none"> • Seneca Falls Convention • Susan B. Anthony • Elizabeth Stanton • Sojourner Truth 		
Vocabulary	<p>Abolition</p> <p>Manifest Destiny</p> <p>Racism</p> <p>Slavery</p>		

8th Grade Bundle # 4

Standard Indicator: Civil War

8.1.10 The American Revolution and Founding of the United States of America: 1754 to 1801. Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.

8.1.16 National Expansion and Reform: 1801 to 1861. Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

8.1.18 National Expansion and Reform: 1801 to 1861. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.

8.1.20 The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

8.1.21 The Civil War and Reconstruction Period: 1850 to 1877. Describe the importance of key events and individuals in the Civil War.

8.3.2 Places and Regions: Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

8.3.3 Physical Systems: Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

8.3.7 Human Systems: Using maps identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.

8.3.10 Environment and Society: Create maps, graphs and charts showing the distribution of natural resources - such as forests, water sources and wildlife - in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

8.3.5 Physical Systems: Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

8.3.6 Human Systems: Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.

8.3.11 Environment and Society: Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

Declarative Knowledge		Procedural Knowledge	
Concepts	The Civil War was a result of slavery and sectionalism.	Processes	<ul style="list-style-type: none"> • Reading Process • Writing Process
Organizing Ideas	<ul style="list-style-type: none"> • Students will classify the differences in the way of life in the northern and southern states. (8.1.10) • Students will develop logical arguments to explain why northern states abolished slavery and why the southern states desired to expand slavery. (8.1.16, 8.1.18) • Students will analyze the causes and effects leading to the Civil War. (8.1.20) 		

	<ul style="list-style-type: none"> Students will summarize the importance of key events and individuals in the Civil War. (8.1.21) Students will identify the physical characteristics and development of the United States through the creation of maps. (8.3.2) Students will classify the major climate regions of the United States and describe the characteristics of these regions.(8.3.3) Students will analyze changes that are a result of growth, economics development, and human migration. (8.3.7) Students will analyze maps, graphs, and charts showing the distribution of natural resources. (8.3.10) Students will identify major mountain ranges, river systems, and agricultural regions of the United States. (8.3.5 & 8.3.6) Students will analyze human and physical factors that have influenced migration and settlement of the United States. (8.3.6) Students will analyze various modifications to the physical environment and the impacts on the environment. (8.3.11) Students will evaluate how the characteristics of a market economy have affected economic, labor development, and labor productivity of The United States. (8.4.3 & 8.4.6) 		
Details	<p>Differences between North and South</p> <ul style="list-style-type: none"> Climate Labor Demographics Resources <p>Sectionalism</p> <ul style="list-style-type: none"> Expansion of slavery Dred Scott Case Lincoln & Douglas debates 1860 Election <p>Secession of South Carolina</p> <p>Election of Jefferson Davis as President of the Confederate States of</p>	Skills	<ul style="list-style-type: none"> Compare and contrast the strengths and weaknesses of the North and the South Analyze the rulings of the Dred Scott Case Analyze the effects of sectionalism Analyze the effects of the key battles on the progression of the war

	<p>America</p> <p>Key Battles</p> <ul style="list-style-type: none"> • Manassas - first battle also called Bull Run • Antietam - bloodiest single day of fighting • Vicksburg - allowed the Union to control the Mississippi River • Gettysburg - turning point of war with no more victories by South <p>The surrender of Robert E Lee to Ulysses S Grant at Appomattox</p>		
Vocabulary	<p>Border States</p> <p>Civil War</p> <p>Confederacy</p> <p>Emancipation Proclamation</p> <p>Racism</p> <p>Secession</p> <p>Slavery</p>		

8th Grade Bundle #5

Standard Indicator: Reconstruction

- 8.1.22 The Civil War and Reconstruction Period: 1850 to 1877. Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.
- 8.1.23 The Civil War and Reconstruction Period: 1850 to 1877. Describe the conflicts between Native American Indians and settlers of the Great Plains.
- 8.1.25 The Civil War and Reconstruction Period: 1850 to 1877. Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.26 The Civil War and Reconstruction Period: 1850 to 1877. Give examples of the changing role of women and minorities in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.27 The Civil War and Reconstruction Period: 1850 to 1877. Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad and the invention of the telephone
- 8.3.6 Human Systems: Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.
- 8.3.11 Environment and Society: Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- 8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.3.2 Places and Regions: Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.
- 8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.3.3 Physical Systems: Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.7 Human Systems: Using maps identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.
- 8.3.10 Environment and Society: Create maps, graphs and charts showing the distribution of natural resources - such as forests, water sources and wildlife - in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.
- 8.3.5 Physical Systems: Describe the importance of the major mountain ranges and the major river systems in the development of the United States.
- 8.2.7 Roles of Citizens: Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.
- 8.4.8 Examine the development of the banking system in the United States.

Declarative Knowledge		Procedural Knowledge	
Concepts	Reconstruction was a time of racially motivated and discriminatory practices	Processes	Reading process Writing process

Organizing Ideas	<ul style="list-style-type: none"> • Students will understand the role and development of the Freedmen's Bureau. (8.1.24, 8.2.7) • Students will analyze and explain the importance of the 13th, 14th, and 15th amendments. (8.1.22) • Students will investigate the policies and practices associated with Jim Crow laws. (8.1.22, 8.1.26) • Students will describe the conflicts between Native American Indians and settlers of the Great Plains. (8.1.23) • Students will analyze scientific and technological developments. (8.1.27) • Students will understand how immigration changed American demographics. (8.1.25) 		
Details	<p>Freedmen's Bureau</p> <ul style="list-style-type: none"> • Role in Education • Social and Economic Support (occupations, loans, Freedman's Bank) • Radical Republican's creation of the Freedman's Bureau <p>Origins of Civil Rights Amendments</p> <ul style="list-style-type: none"> • 13th • 14th • 15th <p>Jim Crow Practices</p> <ul style="list-style-type: none"> • Poll Tax • Literacy Test • Minstrels • Lynching • KKK <p>Conflict on the Great Plains</p> <ul style="list-style-type: none"> • Custard's Last Stand <p>Immigration</p> <ul style="list-style-type: none"> • Chinese working on railroads, • Irish working on railroads, mining, farming. <p>Scientific and Technological Developments</p> <ul style="list-style-type: none"> • Telegraph • Telephone • Completion of Transcontinental Railroad 	Skills	<ul style="list-style-type: none"> • Analyze the contributions of the Freedmen's Bureau. • Analyze the origins and effects of the Civil Rights Amendments.

	a. Chinese Immigration <ul style="list-style-type: none"> Photography Medicine Rise of Banks in America		
Vocabulary	Emancipation Proclamation Reconstruction		

Assessment Plan

Essential Outcome/ Concept: Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization. Explain how these events led to the American Revolution.

Standard: 1, 2, 3, and 4

Summative Assessment:

- History- Multiple Choice
- Civics and Government- Multiple Choice
- Economic Factors- Multiple Choice
- Geography- Multiple Choice

Describe Assessment and Timeline	Method	Testing Knowledge	Testing Reasoning/Analysis	Testing Performance Skill	Testing Product
Formative 1 New Empires in the Americas p. 67 Timeline: After 5 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	
Formative 2 The English Colonies	5 Multiple Choice	X	X	X	

p. 107 Timeline: 4 weeks	1 Document Based Question				
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Assessment Plan

Essential Outcome/ Concept: The American Revolution was a result of many factors. Economic factors influenced national development. Major geographic characteristics contributed to the makeup of the United States. The Constitutional Government was developed on the central ideas of the Enlightenment. Economic factors influenced national development. Participation in the election process is a major civic responsibility in the United States.

Standard: 1, 2, 3, and 4

Summative Assessment: History- Multiple Choice
Civics and Government- Multiple Choice
Economic Factors- Multiple Choice
Geography- Multiple Choice

Describe Assessment and Timeline	Method	Testing Knowledge	Testing Reasoning/Analysis	Testing Performance Skill	Testing Product
Formative 1 The American Revolution p. 143 Timeline: 3 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	

<p>Formative 2 Forming a Government</p> <p>p. 177</p> <p>Timeline: 2.5 weeks</p>	<p>6 Multiple Choice</p> <p>1 Document Based Question</p>	X	X	X	
<p>Formative 3 Citizenship and the Constitution</p> <p>p. 229</p> <p>Timeline: ½ week</p>	<p>6 Multiple Choice</p> <p>1 Document Based Question</p>	X	X	X	
<p>Formative 4 Launching the Nation</p> <p>p. 257</p> <p>Timeline: 3 weeks</p>	<p>6 Multiple Choice</p> <p>1 Document Based Question</p>	X	X	X	

Assessment Plan

Essential Outcome/ Concept: The United States grew from the new republic through Westward Expansion. Major geographic characteristics contribute to the makeup of the United States. Economic factors influenced national development.

Standard: 1, 2, 3, and 4

Summative Assessment: History- Multiple Choice
 Civics and Government- Multiple Choice
 Economic Factors- Multiple Choice
 Geography- Multiple Choice

Describe Assessment and Timeline	Method	Testing Knowledge	Testing Reasoning/Analysis	Testing Performance Skill	Testing Product
Formative 1 Jefferson Era p. 293 Timeline: 2 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	
Formative 2 A New National Identity p. 317 Timeline: 1 week	5 Multiple Choice 1 Document Based Question	X	X	X	

Formative 3 The Age of Jackson p. 341 Timeline: 1 week	6 Multiple Choice 1 Document Based Question	X	X	X	
Formative 4 Expanding West p. 375 Timeline: 2 weeks	5 Multiple Choice 1 Document Based Question	X	X	X	
Formative 5 The North p. 409 Timeline: 3 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	

Assessment Plan

Essential Outcome/ Concept: The Civil War was a result of slavery and sectionalism.

Standard: 1, 2, 3, and 4

Summative Assessment: History- Multiple Choice
 Civics and Government- Multiple Choice
 Economic Factors- Multiple Choice
 Geography- Multiple Choice

Describe Assessment and Timeline	Method	Testing Knowledge	Testing Reasoning/Analysis	Testing Performance Skill	Testing Product
Formative 1 The South and New Movements in America p. 433 or p. 471 Timeline: 2 weeks	p. 433 5 Multiple Choice 1 Document Based Question p. 471 6 Multiple Choice 1 Document Based Question	X	X	X	
Formative 2 A Divided Nation p. 501 Timeline: 3 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	

Formative 3 The Civil War p. 547 Timeline: 3.5 weeks	6 Multiple Choice 1 Document Based Question	X	X	X	
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Assessment Plan

Essential Outcome/ Concept: Reconstruction was a time of racially motivated and discriminatory practices.

Standard: 1, 2, 3, and 4

Summative Assessment: History- Multiple Choice
 Civics and Government- Multiple Choice
 Economic Factors- Multiple Choice
 Geography- Multiple Choice

Describe Assessment and Timeline	Method	Testing Knowledge	Testing Reasoning/Analysis	Testing Performance Skill	Testing Product
Formative 1 Reconstruction p. 575	5 Multiple Choice	X	X	X	
Timeline: Until the end of the year	1 Document Based Question				

Pacing Guide Overview

1st Quarter

Week	Essential outcome/concept/general overview
1	Go over classroom procedures and review skills
2	Go over classroom procedures and review skills (geography and government)
3	Begin Bundle 1: Chapter 2- New Empires
4	Chapter 2- New Empires
5	Chapter 2- New Empires
6	Chapter 3- English Colonies
7	Chapter 3- English Colonies
8	Chapter 3- English Colonies
9	Chapter 3- English Colonies

Pacing Guide Overview

2nd Quarter

Week	Essential outcome/concept/general overview
10	Chapter 3- English Colonies
11	Chapter 4- American Revolution
12	Chapter 4- American Revolution
13	Chapter 4- American Revolution
14	Begin Bundle 2: Chapter 5- Forming a Government
15	Chapter 5- Forming a Government
16	Chapter 5- Forming a Government and Chapter 6- Citizenship
17	Chapter 7- Launching the Nation
18	Chapter 7- Launching the Nation

Pacing Guide Overview

3rd Quarter

Week	Essential outcome/concept/general overview
19	Chapter 7- Launching the Nation
20	Begin Bundle 3: Chapter 8- Jefferson Era
21	Chapter 8- Jefferson Era
22	Chapter 9- Foreign Policy and Monroe Doctrine
23	Chapter 10- Jackson
24	Chapter 11- Expanding West
25	Chapter 11- Expanding West
26	Begin Bundle 4: Chapter 12- The North
27	Chapter 12- The North

Pacing Guide Overview

4th Quarter

Week	Essential outcome/concept/general overview
28	Chapter 13- The South
29	Chapter 14- New Movements in America
30	Chapter 15- Divided Nation
31	Chapter 15- Divided Nation
32	Chapter 15- Divided Nation and Chapter 16- Civil War
33	Chapter 16- Civil War
34	Chapter 16- Civil War
35	Chapter 16- Civil War and Begin Bundle 5: Chapter 17 Reconstruction
36	Chapter 17- Reconstruction

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