

Centerville Jr. High School Curriculum Mapping
Grade 8
Social Studies
Mr. Briendle Fletcher

Grade 8 Social Studies Overview

The Indiana Academic Standards specify the core, fundamental skills students should learn, master, and apply at grade level beginning in kindergarten and continuing through grade twelve. These academic standards serve as the basis to our curriculum in Centerville-Abington Community Schools but do not serve as curriculum alone. The Indiana Academic Standards are supported through grade-level, content-specific curriculum maps and resources. These curriculum maps and resources are aligned to the Indiana Academic Standards and provide the tools which are necessary to meet the needs of all learners. As a result, the Centerville-Abington Community Schools' curriculum maps are examined regularly and undergo periodic revisions.

The learning objectives for Social Studies Grade 8 derive from standards in the following categories: beginning the first Americans, the Revolution and Founding Era, the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Textbook: McGraw Hill. (2020). *United States History: Growth and Development through 1877*.

<u>Unit 1 Theme</u>	<u>Duration of Unit</u>
The First Americans- Exploring the Americas	6 Weeks
<u>Essential Question(s)</u> What are characteristics that make up a culture? What makes a culture unique? What are the consequences when cultures interact? How do new ideas change the way people live?	
<u>End of Unit 1 Authentic Learning Task</u> Students will create an illustrated piece of historical fiction for children about an important person or event from this era to show their mastery of the exploration of the Americas. A rubric will be used to assess students' work. Standards: 8.1.1, 8.3.1, 8.3.3, 8.3.6, 8.3.8, 8.4.2, 8.1.2, 8.3.2, 8.4.1	

Pacing: Unit 1, Days 1 - 2

<u>Indiana Academic Standards</u> 6-8.LH.1.2	<u>Academic Vocabulary</u> purpose, audience
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can write for a variety of purposes and audiences. • I can write effectively to engage my audience. 	<u>Question Stems</u> <ul style="list-style-type: none"> • What is your purpose for writing? • Who is your audience for writing? • How do you write effectively to engage your audience?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • Syllabus • Getting to Know You Activities • Classroom Routines and Expectations 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Who Am I Worksheet • Partner Interview

Pacing: Unit 1, Day 3

<u>Indiana Academic Standards</u> 6-8.LH.1.2, 8.3.6, 8.3.8	<u>Academic Vocabulary</u> Beringia, Pangaea, migration, nomad, maize, culture, archaeology, artifact, strait, carbon dating
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can write for a variety of purposes and audiences. • I can write effectively to engage my audience. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns. 	<u>Question Stems</u> <ul style="list-style-type: none"> • What is your purpose for writing? • Who is your audience for writing? • How do you write effectively to engage your audience? • What human and physical factors influence migration and settlement according to the map? • How did the Americas become populated?
<u>Resources/Activities</u>	<u>Assessment(s)</u>

<ul style="list-style-type: none"> ● Getting to Know You Activities ● Partner Interview ● Chapter 1, Lesson 1: Migration to the Americas ● America on the Move Close Reading 	<ul style="list-style-type: none"> ● Bell Ringer Review Questions ● America on the Move Close Reading Questions ● Textbook Questions
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Pacing: Unit 1, Days 4 - 7

<u>Indiana Academic Standards</u> 8.1.1, 8.3.3, 8.4.2, 6-8.LH.1.1, 6-8.LH.3.1	<u>Academic Vocabulary</u> civilization, hieroglyphic, terrace, context clue, domain
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> ● I can identify the major Native American Indian groups of eastern North America. ● I can identify and locate the major climate regions in the United States and describe the characteristics of these regions. ● I can identify and explain the four types of economic systems. (traditional, command, market, and mixed) ● I can use context to determine the meaning of words and phrases. ● I can determine the meaning of keywords and phrases as they are specifically used in the context of history/social studies. 	<u>Question Stems</u> <ul style="list-style-type: none"> ● How did agriculture allow the development of unique cultures? ● How did Native Americans adapt to their environments? ● What are the major climate regions in the United States? ● What are the characteristics of the major climate regions in the United States? ● What are the four types of economic systems? ● What are the characteristics of each economic system? ● Based on the context, what does _____ mean? ● What context clues indicate what _____ means? ● How is this word or phrase used differently in the context of history/social studies?
<u>Resources/Activities</u> Chapter 1, Lesson 2: Cities and Empires Native Americans of North America Activity (Teacher File)	<u>Assessment(s)</u> Bell Ringer Review Questions Native Americans of North America Chart Native Americans of North America Cube & Classroom Presentation Homes of Native Americans Map Activity Checklist

Pacing: Unit 1, Day 8

<p align="center"><u>Indiana Academic Standards</u> 8.1.1, 6-8.LH.1.2, 6-8.LH.4.1</p>	<p align="center"><u>Academic Vocabulary</u> Iroquois Confederacy, longhouses, tepees, buffalo, integrate, visual information, digital text</p>
<p align="center"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the major Native American groups of Eastern North America and describe early conflict and cooperation between European settlers and these Native American groups. • I can interpret a piece with visual information (charts, graphs, videos, maps, photographs) and integrate it with other information in print or digital texts. • I can summarize both print and digital texts by applying integrated visual information. 	<p align="center"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What are the major Native American groups of Eastern North America? • How did the Iroquois Confederacy impact the founding fathers of America? • What information can you extract from the visual pieces of a text? • How would you summarize the entire text, including charts, graphs, photos, videos, and maps? • How do the graphics relate to the content?
<p align="center"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Native American PowerPoint 	<p align="center"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Native American Graphic & Summary Activity

Pacing: Unit 1, Day 9

<p align="center"><u>Indiana Academic Standards</u> 8.1.2, 8.4.1, 6-8.LH.1.1, 6-8.LH.1.2</p>	<p align="center"><u>Academic Vocabulary</u> technology, astrolabe, compass</p>
<p align="center"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. • I can identify economic factors contributing to European exploration and colonization in North America. 	<p align="center"><u>Question Stems</u></p> <ul style="list-style-type: none"> • How are the four European powers similar? • How are the four European powers different? • What factors led to Europeans exploring the world? • How did trade foster new ideas among different people and groups?
<p align="center"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Chapter 2, Lesson 1: A Changing World • Age of Exploration Snapshot Group Activity (Teacher File) 	<p align="center"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Age of Exploration Snapshot Questions • Textbook Questions

Pacing: Unit 1, Day 10

<u>Indiana Academic Standards</u> 8.1.2, 8.4.1, 6-8.LH.1.2	<u>Academic Vocabulary</u> circumnavigate, cape
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. • I can identify economic factors contributing to European exploration and colonization in North America. • I can write for a specific task and purpose. 	<u>Question Stems</u> <ul style="list-style-type: none"> • How was the colonization of the European powers similar? • How was the colonization of the European powers different? • What factors led to Europeans exploring the world? • How do new ideas change the way people live? • How can you make your writing clear for the reader?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • Age of Exploration Powerpoint & Notes • Explorer Stations with Exploration Summaries (Teacher File) 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Explorer Station Questions

Pacing: Unit 1, Day 11

<u>Indiana Academic Standards</u> 8.1.1, 8.1.2, 8.3.1, 8.4.1, 6-8.LH.1.1, 6-8.LH.1.2, 6-8.LH.3.1	<u>Academic Vocabulary</u> Columbian Exchange, conquistador, context clue, domain
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can identify the early conflict and cooperation between European settlers and these Native American groups. • I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. • I can read and interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. 	<u>Question Stems</u> <ul style="list-style-type: none"> • What are the consequences when cultures interact? • Why did so many Native Americans fall ill when the Spanish arrived? • How did the discovery of gold among the Aztec and Inca lead to more exploration in the Americas? • How did stories of riches and wealth affect the exploration of North America?

<ul style="list-style-type: none"> • I can identify economic factors contributing to European exploration and colonization in North America. • I can write for a specific task and purpose. • I can use context to determine the meaning of words and phrases. • I can determine the meaning of keywords and phrases as they are specifically used in the context of history/social studies. 	<ul style="list-style-type: none"> • Using the map, how did the search for gold impact the exploration of explorers across North America? • How can you make your writing clear for the reader? • Based on the context, what does _____ mean? • What context do clues indicate what _____ means? • How is this word or phrase used differently in the context of history/social studies?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Chapter 2, Lesson 3: Spain in America Close Reading • Columbian Exchange Sheet 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions

Pacing: Unit 1, Days 12 - 14

<p style="text-align: center;"><u>Indiana Academic Standards</u></p> <p>8.1.2, 8.3.6, 8.4.1, 6-8.LH.6.2, 6-8.LH.1.2, 6-8.LH.7.1</p>	<p style="text-align: center;"><u>Academic Vocabulary</u></p> <p>armada, Northwest Passage, Protestantism, Reformation, credibility, citation, plagiarism, paraphrasing, synthesize, research</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can identify economic factors contributing to European exploration and colonization in North America. • I can conduct research to learn more about a topic. • I can synthesize information from multiple sources. • I can evaluate a source's credibility. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • Why did European Countries compete for land in the Americas? • What are you trying to prove in your research? • Why did the historical figure make the decisions he/she did? • What precipitated the event? • In what ways could this event have had a different outcome? • What sources are most reliable for informational research? • What human and physical factors influence migration and settlement according to the map?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Europeans Compete for American Colonies Project 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions

- Google Slides Presentation

Pacing: Unit 1, Days 15 - 16

<p><u>Indiana Academic Standards</u> 8.1.2, 8.3.8, 6-8.LH.7.2</p>	<p><u>Academic Vocabulary</u> relevant, citation, plagiarism, paraphrasing, credibility, search terms, MLA format</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. ● I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. ● I can gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA, APA or Chicago). 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> ● How did your historical figure impact the development of the United States? ● How are the reasons for colonization in the New World similar among the European powers? ● How are the reasons for colonization in the New World different among the European powers? ● What human and physical factors influence migration and settlement patterns in the United States? ● How has economic development in the United States been influenced by human and physical factors? ● Which information is relevant to the key question?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Historical Figure Childrens Storybook 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Historical Figure Childrens Storybook (Checklist) ● Unit 1 Test

<p><u>Unit 2 Theme</u> Colonial America - Life in the American Colonies</p>	<p><u>Duration of Unit</u> 5 Weeks</p>
<p><u>Essential Question(s)</u> How does geography influence the way people live?</p>	

How do new ideas change the way people live?

End of Unit 2 Authentic Learning Task

Students will participate in a virtual field trip to Jamestown using the Jamestown Rediscovery Foundation website. Students will answer questions about Jamestown through this virtual discovery. A checklist will be used to assess students' work.

Standards: 8.1.2, 8.2.1, 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.8, 8.3.9, 8.4.1, 8.4.8

Pacing: Unit 2, Days 17 - 18

Indiana Academic Standards

8.1.2, 8.3.6, 6-8.LH.5.1, 6-8.LH.5.2, 6-8.LH.7.3

Academic Vocabulary

island, Spanish Armada, investigate, argument, evidence, introduction, conclusion, excerpt, counterclaim, plagiarize, reasoning, paraphrase, discipline-specific

Key Concepts/Learning Targets

- I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World.
- I can use maps to identify changes influenced by growth, economic development and human migration in the United States.
- I can write arguments focused on discipline-specific content.
- I can write informative texts, including analyses of historical events.
- I can draw evidence from informational texts to support analysis, reflection, and research.
- I can write arguments with clear reasons and relevant evidence.
- I can develop a claim.
- I can introduce a counterclaim in my argument.
- I can use relevant evidence to support my analysis.
- I can paraphrase without plagiarizing.

Question Stems

- What happened to the Lost Colony of Roanoke?
- How are the reasons for colonization in the New World similar among the European powers?
- How are the reasons for colonization in the New World different among the European powers?
- What human and physical factors influence migration and settlement according to the map?
- What is your claim?
- What evidence will you use to support your claim?
- How do you determine the validity and credibility of your evidence?
- What do you do if you encounter evidence that contradicts your claim?
- How might you distinguish between fact and opinion in counterarguments?
- What counterargument might you make against contradictory evidence?
- What is the best format in which to present your argument?
- Which organizational structure best fits your argument?
- How does your conclusion further support the argument?

	<ul style="list-style-type: none"> Who is your audience?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> CSI: Investigation: Lost Colony of Roanoke 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> Bell Ringer Review Questions CSI Investigation Packet Rubric

Pacing: Unit 2, Day 19

<p><u>Indiana Academic Standards</u> 8.1.2, 8.2.1, 8.4.8, 6-8.LH.3.2</p>	<p><u>Academic Vocabulary</u> Bill of Rights, charter, Joint-Stock Company, headright, Burgess, text structure, pattern of organization, chronologically</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> I can compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World. I can identify essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers. I can describe how a text presents information (e.g., sequentially, comparatively, causally). I can describe how a text is organized. I can describe the chronological or sequential structure within the text. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> What struggles did Jamestown face as it became a successful colony? How are the reasons for colonization in the New World similar among the European powers? How are the reasons for colonization in the New World different among the European powers? What are essential ideas of constitutional government? How is this text structured? Is this pattern of organization effective?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> Bell Ringer Questions Horror at Jamestown Reading Chapter 3, Lesson 1; Roanoke and Jamestown 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> Bell Ringer Review Questions Horror at Jamestown Questions Textbook Questions

Pacing: Unit 2, Day 20

<p align="center"><u>Indiana Academic Standards</u> 8.3.1, 8.3.2, 6-8.LH.4.1</p>	<p align="center"><u>Academic Vocabulary</u> virtual, fort, marsh</p>
<p align="center"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can read maps to interpret symbols. • I can read and interpret maps that portray the physical growth and development of the United States. 	<p align="center"><u>Question Stems</u></p> <ul style="list-style-type: none"> • How does visiting Jamestown compare to reading about it? • How do symbols help you read maps?
<p align="center"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Colony of Jamestown Powerpoint • Virtual Field Trip 	<p align="center"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Virtual Field Trip (Jamestown) Questions

Pacing: Unit 2, Days 21 - 22

<p align="center"><u>Indiana Academic Standards</u> 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.8, 8.3.9, 8.4.8</p>	<p align="center"><u>Academic Vocabulary</u> mercantilism, Mayflower Compact, dissent, persecute, tolerance</p>
<p align="center"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can read maps to interpret symbols. • I can read and interpret maps that portray the physical growth and development of the United States. • I can identify the agricultural regions of the United States & be able to give explanations for how the land was used and developed during the growth of the United States. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. • I can explain and evaluate examples of domestic and 	<p align="center"><u>Question Stems</u></p> <ul style="list-style-type: none"> • How does religion play a role in the development of the New England Colonies? • How did the New England Colonies develop? • How did human and physical factors influence migration to America? • What human and physical factors influenced economic development of the United States. • What were the agricultural regions of America? • What is domestic interdependence? • What is international interdependence?

international interdependence throughout United States History.	
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • New England Colonies Powerpoint • Chapter 3, Lesson 2; The New England Colonies 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • New England Information Sheets (4) Checklist

Pacing: Unit 2, Days 23 - 24

<p style="text-align: center;"><u>Indiana Academic Standards</u></p> <p style="text-align: center;">8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.8, 8.3.9, 8.4.8</p>	<p style="text-align: center;"><u>Academic Vocabulary</u></p> <p style="text-align: center;">patroon, pacifist</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can read maps to interpret symbols. • I can read and interpret maps that portray the physical growth and development of the United States. • I can identify the agricultural regions of the United States & be able to give explanations for how the land was used and developed during the growth of the United States. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. • I can explain and evaluate examples of domestic and international interdependence throughout United States History. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • How did the Middle Colonies develop? • What is diversity? • What role does farming play in the development of the Middle Colonies? • How did human and physical factors influence migration to America? • What human and physical factors influenced economic development of the United States. • What were the agricultural regions of America? • What is domestic interdependence? • What is international interdependence?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Middle Colonies Powerpoint • Middle Colonies Information Sheets (4) • Chapter 3, Lesson 3; The Middle Colonies 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • Middle Colonies Information Sheets (4) Checklist

Pacing: Unit 2, Days 25 - 26

<p><u>Indiana Academic Standards</u> 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.8, 8.3.9, 8.4.8, 6-8.LH.7.1</p>	<p><u>Academic Vocabulary</u> indentured servants, Constitution, Debor, cash crops, citation, plagiarism, paraphrasing, synthesize, research</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can read maps to interpret symbols. • I can read and interpret maps that portray the physical growth and development of the United States. • I can identify the agricultural regions of the United States & be able to give explanations for how the land was used and developed during the growth of the United States. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. • I can explain and evaluate examples of domestic and international interdependence throughout United States History. • I can Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • I can conduct research to learn more about a topic. • I can synthesize information from multiple sources. • I can evaluate a source's credibility. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • How did the Southern Colonies develop? • How did human and physical factors influence migration to America? • What human and physical factors influenced economic development of the United States. • What were the agricultural regions of America? • What is domestic interdependence? • What is international interdependence? • What are you trying to prove in my research? • Why did the historical figure make the decisions he/she did? • What precipitated the event? • In what ways could this event have had a different outcome? • What sources are most reliable for informational research? • What do you need to find out about my topic?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Southern Colonies Powerpoint 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions

<ul style="list-style-type: none"> ● Chapter 3, Lesson 4; The Southern Colonies ● Southern Colonies Information Sheets (5) 	<ul style="list-style-type: none"> ● Textbook Questions ● Southern Colonies Information Sheets (5) Checklist
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Pacing: Unit 2, Days 27 - 28

<u>Indiana Academic Standards</u> 8.1.11, 8.1.30, 8.3.2, 8.3.6, 6-8.LH.4.1	<u>Academic Vocabulary</u> triangular trade, Middle Passage, slave codes, integrate, visual information, digital text
<u>Key Concepts/Learning Targets</u>	<u>Question Stems</u>
<ul style="list-style-type: none"> ● I can compare and contrast the ways of life in the northern and southern states. ● I can use primary and secondary sources, analyze an issue confronting the United States during the colonial times. ● I can read and interpret maps that portray the physical growth and development of the United States. ● I can use maps to identify changes influenced by growth, economic development and human migration in the United States. ● I can interpret a piece with visual information (charts, graphs, videos, maps, photographs) and integrate it with other information in print or digital texts. ● I can summarize both print and digital texts by applying integrated visual information. ● I can use both visual and textual information to build my understanding of a topic. 	<ul style="list-style-type: none"> ● What was the Middle Passage? ● What were the differences in the way of life in the northern and southern states? ● What issues were confronting the United States during the colonial times? ● How can maps portray the physical growth of the United States? ● What economic developments influenced human migration to the United States? ● What information can you extract from the visual pieces of a text? ● Summarize the entire text, including charts, graphs, photos, videos, and maps. ● How do the graphics relate to the content? How does the visual information contribute to the overall message? ● How effectively is the visual information connected to the topic of the text? ● How does the visual information support the author's claim?
<u>Resources/Activities</u>	<u>Assessment(s)</u>
<ul style="list-style-type: none"> ● Atlantic Slave Trade Picture Gallery ● Triangular Trade and Slavery Powerpoint & Notes ● Triangle Trade & Slavery Reading & Questions ● Chapter 4, Lesson 1: Colonial Economy ● Chapter 4, Lesson 2: Colonial Government 	<ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Atlantic Slave Trade Picture Gallery ● Textbook Questions ● Triangle Trade & Slavery Reading & Questions Checklist

Pacing: Unit 2, Days 29 - 30

<p><u>Indiana Academic Standards</u> 8.1.4, 8.1.30, 8.4.1, 6-8. LH.5.2</p>	<p><u>Academic Vocabulary</u> libel, freedom of the press, Great Awakening, Enlightenment</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain the conditions, causes, consequences, and significance of Britain's struggle to maintain control of the colonies. • I can use primary and secondary sources, analyze and issue confronting the United States from colonial times. • I can identify economic factors contributing to European exploration and colonization in North America. • I can write informative texts on a discipline-specific topic. • I can use relevant evidence to support my analysis. • I can generate a question over a discipline-specific topic. • I can determine the credibility of sources. • I can paraphrase without plagiarizing 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • How did the spread of new ideas lead to thoughts of Independence? • What factors contributed to Britain's struggle to maintain control of the colonies? • What issues were confronting the United States during the colonial times? • What economic factors led to European colonization of North America? • What is the topic of your composition? • What supporting information will you use to explain your topic? • What do you want your audience to learn from your composition? • How will you organize the information you present? • What is the best format to present your information? • How will you determine the validity and credibility of your evidence? • Who is your audience? • What style and tone are most appropriate for your audience?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Gender Roles in the Colonies Chart • The Spread of New Ideas in the Colonies Pamphlet 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • The Spread of New Ideas Pamphlet Checklist • Unit 2 Test

<p><u>Unit 3 Theme</u> The Spirit of Independence - The American Revolution</p>	<p><u>Duration of Unit</u> 5 Weeks</p>
<p><u>Essential Question(s)</u></p>	

Why does conflict develop?
What motivates people to act?

End of Unit 3 Authentic Learning Task

Students will create an Act/Protest MEME to show their mastery of the acts and protest leading to the American Revolution. A checklist will be used to check students' mastery.

Standards: 8.1.3, 8.1.4, 8.1.5, 8.1.10, 8.1.28, 8.1.29, 8.1.30, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.8

Pacing: Unit 3, Day 31

<u>Indiana Academic Standards</u> 8.1.3, 8.1.30, 8.3.2	<u>Academic Vocabulary</u> alliance, militia
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none">• I can explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French And Indian War.• I can use primary and secondary sources, analyze an issue confronting the United States from colonial times.• I can read and interpret maps that portray the physical growth and development of the United States.	<u>Question Stems</u> <ul style="list-style-type: none">• How did competition for land in North America lead to the French and Indian War?• What were the conditions that led to Britain's struggle to maintain the Colonies?• What issues were lingering issues during colonial times?• How can maps portray the physical growth of the United States?
<u>Resources/Activities</u> <ul style="list-style-type: none">• French and Indian War Powerpoint• Textbook Question/Map Activity• Chapter 4, Lesson 4; Rivalry in North America	<u>Assessment(s)</u> <ul style="list-style-type: none">• Bell Ringer Review Questions• Textbook Question/ Map Activity Checklist

Pacing: Unit 3, Days 32 - 35

<u>Indiana Academic Standards</u> 8.1.4, 8.3.1, 8.3.2, 8.4.1	<u>Academic Vocabulary</u> boycott, representative government, revenue, repeal, resolution,
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<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the 13 colonies in North America. ● I can read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. ● I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> ● How did the American colonists react to new British policies? ● What reasons did American colonists have to reject British rule? ● What landforms and human features represent physical and cultural characteristics of the United States? ● How can maps show physical growth and development?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Road to Revolution: Acts and Protest Chart ● Chapter 5, Lesson 1: No Taxation without Representation ● Chapter 5, Lesson 2: Uniting the Colonists ● Acts & Protest Meme Project & Reflection 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Textbook Questions ● Acts & Protest Meme Checklist ● Meme Reflection ● Meme Presentation

Pacing: Unit 3, Day 36

<p><u>Indiana Academic Standards</u> 8.1.5, 8.1.10, 8.1.28, 8.1.29, 8.1.30</p>	<p><u>Academic Vocabulary</u> Lexington and Concord, rebellion, Minuteman, Loyalist, Patriot</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can Analyze the causes and effects of the Revolutionary War, including the Declaration of Independence. ● I can analyze the influence of important individuals on social and political developments of the time (1775-1800) such as the independence movement and the framing of the Constitution. ● I can recognize historical perspective and evaluate alternate courses of action by describing the historical context in which events unfolded. ● I can differentiate between facts and historical interpretations 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> ● What did the British learn from the Battle of Bunker Hill? ● What were the causes of the Revolutionary War? ● What were the effects of the Revolutionary War? ● Who were important figures during the independence movement? ● What role does historical perspective play when studying history? ● How can historical interpretations change history? ● What issues were confronting the United States in Colonial times?

<p>of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.</p> <ul style="list-style-type: none"> I can use primary and secondary sources, analyze an issue confronting the United States in colonial times. 	
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> The War Begins PowerPoint Chapter 5, Lesson 3: A Call to Arms 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> Bell Ringer Review Questions Textbook Questions

Pacing: Unit 3, Days 37 - 38

<p><u>Indiana Academic Standards</u></p> <p>8.1.5, 8.1.10, 8.2.1, 6-8.LH.2.1, 6-8.LH.2.3, 6-8.LH.3.3</p>	<p><u>Academic Vocabulary</u></p> <p>Declaration of Independence, Thomas Jefferson, ratify, Preamble, petition, primary source, secondary source, textual evidence, cite</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> I can analyze the causes and effects of the Revolutionary War, including the ideas from the Declaration of Independence. I can analyze the influence of important individuals on social and political developments of the independence movement. I can identify and explain essential ideals of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience. I can differentiate between a primary and a secondary source. I can cite specific evidence to support my analysis of both primary and secondary sources. I can analyze primary and secondary sources. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> What was the importance of the Declaration of Independence? Why was the Declaration of Independence written? What effect did the Declaration of Independence have? What individuals had an effect of influence on the independence movement? What are the essential ideals of a constitutional government? What is a primary source? How can you determine if the source is primary? What is a secondary source? How can you determine if the source is secondary? What is the purpose of this text? What evidence from the text supports your conclusion?

<ul style="list-style-type: none"> • I can identify the key steps of a process as described in a text. • I can identify aspects of a text that reveal the author's perspective or purpose. 	
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Break Up Note • Declaration of Independence PowerPoint • It's too late to apologize Song Breakdown (YouTube Music Video) • Declaration of Independence Scavenger Hunt • Chapter 4, Lesson 4: Declaring Independence 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • Scavenger Hunt Responses

Pacing: Unit 3, Day 39

<p style="text-align: center;"><u>Indiana Academic Standards</u> 8.3.1</p>	<p style="text-align: center;"><u>Academic Vocabulary</u> mercenary, recruit, campaigns, inflation</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What were the opposing sides in the American Revolution? • How can maps show cultural characteristics? • How can maps show physical characteristics?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • War for Independence Powerpoint • Chapter 5, Lesson 4: Declaring Independence 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions

Pacing: Unit 3, Day 40

<p style="text-align: center;"><u>Indiana Academic Standards</u> 8.1.5, 6-8.LH.2.1</p>	<p style="text-align: center;"><u>Academic Vocabulary</u> timeline, blockade, Privateer, siege, ratify, ambush</p>
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<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can analyze the causes and effects of the Revolutionary War. • I can differentiate between a primary and a secondary source. • I can cite specific evidence to support my analysis of both primary and secondary sources. • I can analyze primary and secondary sources. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • How did foreign aid help the American cause? • What were the causes of the Revolutionary War? • What were the effects of the Revolutionary War? • Why did Washington advance on Yorktown? • What is a primary source? • How can you determine if the source is primary? • What is a secondary source? • How can you determine if the source is secondary? • What is the purpose of this text? What evidence from the text supports your conclusion? • For what audience was this text originally intended? What was the purpose or goal of the writer at the time of publication?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Battles of the Revolution Timeline • Winter of Discontent Reading • Semester 1 Study Guide 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Battle Timeline • Semester 1 Test

<p><u>Unit 4 Theme</u></p> <p>A More Perfect Union- The Constitution</p>	<p><u>Duration of Unit</u></p> <p>3 Weeks</p>
<p><u>Essential Question(s)</u></p> <p>What problems did the government face under the Articles of Confederation?</p> <p>Why does the Constitution divide power among branches of Government?</p> <p>Why do people form governments?</p>	
<p><u>End of Unit 4 Authentic Learning Task</u></p> <p>Students will create their own Amendment to be added to the Constitution to show their mastery of the Constitution. A checklist will be used to check for students' mastery.</p> <p>Standards: 8.1.3, 8.1.4, 8.1.5, 8.1.10, 8.1.28, 8.1.29, 8.1.30, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.8</p>	

Pacing: Unit 4, Day 41

<u>Indiana Academic Standards</u> 8.1.5, 8.1.6, 8.2.5, 8.4.1, 8.4.6	<u>Academic Vocabulary</u> bicameral, republic, ordinance, depreciate
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can analyze the causes and effects of the Revolutionary War, including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris. • I can identify and give the significance of major events in the creation of the Constitution such as; the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution. • I can compare and contrast the different functions of national and state governments within the federal system by analyzing the United States Constitution. • I can identify economic factors contributing to the drafting of the Constitution of the United States. • I can identify and give examples of different kinds of money used in the United States throughout its history. 	<u>Question Stems</u> <ul style="list-style-type: none"> • What kind of government was created by the Articles of Confederation? • What were the causes of the Revolutionary War? • What were the effects of the Revolutionary War? • What major events led to the creation of the Constitution? • What are the major ideas behind the Constitution? • What role does the national government play under the Constitution? • What role does the state government play under the Constitution? • What economic factors played a role in the drafting of the Constitution? • What forms of money were used throughout American history?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • Articles of Confederation Escape Room • Forming a New Government PowerPoint & Notes • Chapter 7, Lesson 1: The Articles of Confederation 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Articles of Confederation Escape Room • Textbook Questions

Pacing: Unit 4, Day 42 & 43

<u>Indiana Academic Standards</u> 8.1.6, 8.1.10, 8.1.28, 8.4.1	<u>Academic Vocabulary</u> depression, compromise
<u>Key Concepts/Learning Targets</u>	<u>Question Stems</u>

<ul style="list-style-type: none"> • I can identify and give the significance of major events in the creation of the Constitution such as; the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti federalist debates regarding the votes to ratify the Constitution. • I can analyze the influence of important individuals on social and political developments of the time (1775-1800) such as the Independence movement and the framing of the Constitution. • I can Recognize historical perspectives and evaluate alternative courses of action by describing the historical context in which events unfold. • I can Identify economic factors contributing to the drafting of the Constitution of the United States. 	<ul style="list-style-type: none"> • What compromises were reached to create the Constitution. • What major events led to the creation of the Constitution? • How did the willingness to compromise play a role in the creation of the Constitution? • What role did the Federalist-anti Federalist debates play in the creation of the Constitution? • What individuals played a role in the Independence movement? • What individuals played a role in the creation of the Constitution? • What are possible alternative outcomes to the creation of the Constitution? • What economic factors played a role in the creation of the Constitution?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Bell Ringer • Constitutional Convention Presentation • Constitutional Convention Chart • Federalist vs Anti- Federalist Chart • Chapter 7, Lesson 2: Forging a New Constitution 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Constitutional Convention Presentation • Textbook Questions

Pacing: Unit 4, Days 44 - 45

<p style="text-align: center;"><u>Indiana Academic Standards</u></p> <p>8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.4.3, 6-8.LH.2.1, 6-8.LH.2.2, 6-8.LH.3.1</p>	<p style="text-align: center;"><u>Academic Vocabulary</u></p> <p>Preamble, amendment, Federalism, Legislative Branch, Executive Branch, Judicial Branch, checks and balances, Electoral College, Separation of Powers, primary source, secondary source, textual evidence, cite</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify and explain essential ideas of constitutional government. • I can explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What are the essential ideas of constitutional government? • What role does separation of powers play in our government? • Why is the power of our government limited? • How does the national government affect our every day lives?

<p>the constitutional government of the United States.</p> <ul style="list-style-type: none"> • I can examine ways that the national government affects the everyday lives of people of the United States. • I can Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution. • I can Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution. • I can recognize and explain the relationship between the rights and responsibilities of citizenship in the United States. • I can explain how federal, state, and local governments are involved in the economy of the United States. • I can provide specific textual evidence to support analysis of primary and secondary sources. • I can determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • I can determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • I can differentiate between a primary and a secondary source. • I can cite specific evidence to support my analysis of both primary and secondary sources. • I can analyze primary and secondary sources. • I can use context to determine the meaning of words and phrases. • I can determine the meaning of keywords and phrases as they are specifically used in the context of history/social studies. 	<ul style="list-style-type: none"> • How are the powers of our government delegated, reserved, and divided? • How does our national government function inside the federal system? • How does our state government function inside the federal system? • What are the rights and responsibilities of citizenship? • How are federal, state, and local governments involved in the economy of the United States? • What is a primary source? • How can you determine if the source is primary? • What is a secondary source? • How can you determine if the source is secondary? • What is the purpose of this text? What evidence from the text supports your conclusion? • For what audience was this text originally intended? What was the purpose or goal of the writer at the time of publication? • What is the central idea of the text? • Which details from the text support the central idea? • How can I accurately summarize the text? • What is my opinion about this source and how does it differ from what the text says? • Based on the context, what does _____ mean? • What context do clues indicate what _____ means? • How is this word or phrase used differently in the context of history/social studies?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Constitution Scavenger Hunt • Separation of Power and Checks and Balance Worksheet • Chapter 7, Lesson 3: A new Plan of Government 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Constitution Scavenger Hunt Checklist • Separation of Power and Checks and Balance Worksheet • Textbook Questions

Pacing: Unit 4, Day 46

<p><u>Indiana Academic Standards</u> 8.2.9, 8.2.10</p>	<p><u>Academic Vocabulary</u> Electoral College, political party</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain how citizens can monitor and influence the development and implementation of public policies at local, state, and nation levels of government. • I can research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as First and Second Amendment rights, the right to privacy, and the rights to the individual. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • How many Constitutional amendments have been ratified? • How can citizens influence the development of public policies at local, state, and nation levels of government? • How do you research positions on issues in which fundamental values and principles related to the United States Constitution are in conflict?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Create Your Own Amendment Project 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Created Amendment Checklist

<p><u>Unit 5 Theme</u> The Federalist Era - The Jefferson Era</p>	<p><u>Duration of Unit</u> 6 Weeks</p>
<p><u>Essential Question(s)</u> What are the characteristics of a leader? How do governments change?</p>	
<p><u>End of Unit 4 Authentic Learning Task</u> Students will recite the Preamble to show mastery of the Constitution. A checklist will be used to check for students' mastery. Students will also create a Facebook Page for John Adams to show mastery of the Federalist Era. A rubric will be used to check for students' mastery.</p> <p>Standards: 8.1.7, 8.1.8, 8.1.9, 8.3.2, 8.3.6, 8.3.8, 8.4.3, 8.4.7, 8.4.9</p>	

Pacing: Unit 5, Days 47 - 48

<p><u>Indiana Academic Standards</u> 8.1.7, 8.1.8, 8.4.3, 8.4.7, 8.4.9</p>	<p><u>Academic Vocabulary</u> precedent, Cabinet, bond</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify and explain the steps taken during the Washington Administration and the first and second congresses of the United States to establish a stable and lasting national government. • I can compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties. • I can explain how federal, state, and local governments are involved in the economy of the United States. • I can trace the development of the banking system in the United States. • I can examine the importance of borrowing and lending in the United States economy and list the advantages and disadvantages of using credit. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • What precedents did Washington set? • How did Thomas Jefferson and Alexander Hamilton differ from one another? • How are federal, state, and local governments involved in the economy of the United States? • How did the Banking system of the United States develop? • What are the advantages of using credit in the United States? • What are the disadvantages of using credit in the United States?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • George Washington Station Activity • Washington's Presidency PowerPoint and Notes • Chapter 9, Lesson 1: The First President • Chapter 9, Lesson 2: Early Challenges 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • George Washington Station Activity Checklist • Textbook Questions

Pacing: Unit 5, Day 49

<p><u>Indiana Academic Standards</u> 8.1.8, 8.1.9, 8.3.2, 8.3.6, 8.3.8</p>	<p><u>Academic Vocabulary</u> partisan, alien, sedition, nullify, states' rights</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast the views of Thomas Jefferson and 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • How did different opinions lead to the first political parties?

<p>Alexander Hamilton and explain how their differences gave rise to the development of political parties.</p> <ul style="list-style-type: none"> • I can identify the events leading up to the presidential and congressional elections of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson; Evaluate the significance of those events. • I can read and interpret maps that portray the physical growth and development of the United States from colonization through reconstruction. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. 	<ul style="list-style-type: none"> • How did Thomas Jefferson and Alexander Hamilton impact the creation of Political Parties? • What was the impact of the presidential election of 1800? • How can maps show the physical growth of the United States? • How can maps show the economic development of the United States? • What human and physical factors have influenced migration and settlement patterns in the United States?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Birth of Political Parties • History of Political Parties 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • History of Political Parties Questionnaire

Pacing: Unit 5, Days 50 - 51

<p style="text-align: center;"><u>Indiana Academic Standards</u> 8.1.8, 8.1.9</p>	<p style="text-align: center;"><u>Academic Vocabulary</u> Impressment</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future. • I can identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson; evaluate the significance of these events. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What important events occurred during the presidency of John Adams? • How did the differences of Thomas Jefferson and Alexander Hamilton lead to the creation of political parties? • What was the importance of the Election of 1800?

<u>Resources/Activities</u>	<u>Assessment(s)</u>
<ul style="list-style-type: none"> ● John Adams Webquest ● John Adams PowerPoint and Notes ● Chapter 9, Lesson 3: The First Political Parties ● John Adams Facebook 	<ul style="list-style-type: none"> ● Bell Ringer Review Questions ● John Adams Webquest Checklist ● Textbook Questions ● John Adams Facebook

Pacing: Unit 5, Day 52

<u>Indiana Academic Standards</u> 8.2.9	<u>Academic Vocabulary</u> recite, Preamble
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> ● I can explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government. 	<u>Question Stems</u> How do citizens influence the development and implementation of public policies at local, state, and national levels of government?
<u>Resources/Activities</u> <ul style="list-style-type: none"> ● Preamble 	<u>Assessment(s)</u> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Preamble Reciting

Pacing: Unit 5, Days 53 - 57

<u>Indiana Academic Standards</u> 8.1.9, 8.1.12, 8.1.13, 8.1.30, 8.3.1, 8.3.2, 8.3.6, 8.3.8, 8.4.8, 6-8.LH.4.2, 6-8.LH.4.3	<u>Academic Vocabulary</u> blockade, customs duty, expedition, duel, Louisiana Purchase, embargo, fact, opinion,
<ul style="list-style-type: none"> ● <u>Key Concepts/Learning Targets</u> ● I can identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson; evaluate the significance of these events. 	<u>Question Stems</u> <ul style="list-style-type: none"> ● Why was the Louisiana Purchase important for the United States? ● What changes were made when the Democratic Republican party won the presidency? ● How did Lewis and Clark influence expansion westward? ● How did the decisions of Marshall's Court impact the power of the

<ul style="list-style-type: none"> ● I can interpret how the events surrounding the Louisiana Purchase and Lewis and Clark expedition allowed for America's initial push towards westward expansion. ● I can explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the Judicial Branch. ● I can use primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period. ● I can read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. ● I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction. ● I can use maps to identify changes influenced by growth, economic development and human migration in the United States. ● I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. ● I can explain and evaluate examples of domestic and international interdependence throughout United States history. ● I can distinguish among fact, opinion, and reasoned judgment in a text. ● I can compare and contrast treatments of the same topic in a primary and secondary source. 	<p>Judicial Branch?</p> <ul style="list-style-type: none"> ● How can you use primary and secondary to analyze issues confronting the United States? ● How are physical and cultural characteristics of the United States shown on a map? ● How can maps show the physical growth and development of the United States? ● How can maps show migration? ● How can maps show settlement patterns? ● When has the United States shown domestic interdependence? ● When has the United States shown international interdependence? ● Which details in this text are facts? ● Which details in this text are opinions? ● How do you distinguish between fact and opinion? ● What techniques can a writer employ to make it difficult to distinguish between fact and opinion? ● Why might an author do that? ● How does the primary source differ from the secondary source in its depiction of events? ● How are the primary source's and the secondary source's depictions of events similar? ● Why do you think there are differences between the primary and secondary source's depiction of events?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Thomas Jefferson's Presidency PowerPoint ● Louisiana Purchase Investigation ● Chapter 10, Lesson 1: A New Party in Power ● Chapter 10, Lesson 2: The Louisiana Purchase ● Chapter 10, Lesson 3: A Time of Conflict 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Election of 1800 Worksheet Checklist ● Louisiana Purchase Investigation Rubric ● Textbook Questions ● Jefferson's Justification Chart Checklist

- Jefferson's Justification Chart

Pacing: Unit 5, Day 58 - 61

<u>Indiana Academic Standards</u> 8.1.14, 8.3.7, 8.3.8	<u>Academic Vocabulary</u> nationalism
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can analyze the causes and consequences of the War of 1812. • I can use primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. 	<u>Question Stems</u> <ul style="list-style-type: none"> • What were the causes of the War of 1812? • What were the consequences of the War of 1812? • How can primary and secondary sources identify ways people modified the physical environment as the United States developed? • What human and physical factors have influenced migration and settlement patterns?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • War of 1812 Info Sheet and Questions • War of 1812 Map Activity • Chapter 10, Lesson 4: The War of 1812 • Unit 5 Review 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Bell Ringer Review Questions • War of 1812 Graphic Organizer Checklist • War of 1812 Map Activity Checklist • Textbook Questions • Unit 5 Test

<u>Unit 6 Theme</u> The Era of Good Feelings - The North and South	<u>Duration of Unit</u> 6 Weeks
<u>Essential Question(s)</u> What are the consequences when cultures interact?	
<u>End of Unit 6 Authentic Learning Task</u> Students will participate in an Industrial Revolution factory simulation to show mastery of the Industrial Revolution. A checklist will be used to	

check students' mastery.

Standards: 8.1.15, 8.1.16, 8.1.17, 8.1.20, 8.1.21, 8.1.22, 8.1.28, 8.1.31, 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.4.2, 8.4.4, 8.4.8.4.7, 8.4.10

Pacing: Unit 6, Day 62

<u>Indiana Academic Standards</u> 8.1.17, 8.1.31, 8.3.2, 8.3.8	<u>Academic Vocabulary</u> Missouri Compromise, canal, turnpike, sectionalism, ceded
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none">• I can explain relationships and conflicts between settlers and native Americans of the frontier.• I can compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.• I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction.• I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.	<u>Question Stems</u> <ul style="list-style-type: none">• How did the country change after the War of 1812?• What was the relationship between settlers and Native Americans on the frontier?• What factors led to conflicts between settlers and Native Americans on the frontier?• How can art, music, and literature reflect American culture?
<u>Resources/Activities</u> <ul style="list-style-type: none">• Era of Good Feelings PowerPoint and Notes• Chapter 11, Lesson 1: A Growing Economy• Chapter 11, Lesson 2: Moving West• Chapter 11, Lesson 3: Unity and Sectionalism	<u>Assessment(s)</u> <ul style="list-style-type: none">• Bell Ringer Review Questions• Textbook Questions

Pacing: Unit 6, Days 63 - 65

<u>Indiana Academic Standards</u> 8.1.16, 8.1.17, 8.1.28, 8.3.6, 8.3.8, 8.4.7	<u>Academic Vocabulary</u> capitalism, suffrage, majority, spoils system, nominating convention, veto
<u>Key Concepts/Learning Targets</u>	<u>Question Stems</u>

<ul style="list-style-type: none"> ● I can identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy. ● I can explain relationships and conflict between settlers and Native Americans on the frontier. ● I can recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded. ● I can use maps to identify changes influenced by growth, economic development and human migration in the United States. ● I can trace the development of the banking system in the United States. 	<ul style="list-style-type: none"> ● How did Andrew Jackson influence political participation and political parties? ● What role did Jackson play with the Nullification Crisis? ● What role did Jackson play with the Indian Removal Act? ● Why was their conflict between settlers and Native Americans on the frontier? ● What is an alternate historical outcome? ● How can maps show the economic development and human migration in the United States? ● What is the history of the banking system in the United States?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Andrew Jackson Man of the People Info Sheet & Questions ● Trail of Tears Investigation ● Textbook Questions ● The Nullification Crisis and the War on the Bank Chart ● Chapter 12, Lesson 1: Jacksonian Democracy ● Chapter 12, Lesson 2: Conflicts Over Land ● Chapter 12, Lesson 3: Jackson and the Bank 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Andrew Jackson Man of the People Info Sheet and Questions Checklist ● Trail of Tears Investigation Checklist ● Textbook Questions ● Nullification Crisis and War on the Bank Chart Checklist

Pacing: Unit 6, Days 66 - 68

<p style="text-align: center;"><u>Indiana Academic Standards</u></p> <p>8.1.15, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.4.2, 8.4.4, 8.4.5, 8.4.10</p>	<p style="text-align: center;"><u>Academic Vocabulary</u></p> <p>Industrial Revolution, discrimination, interchangeable part, patent, capitalism, monopoly</p>
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> ● How did the Industrial Revolution impact the United States? ● What is Nationalism?

<p>development of an industrial economy during this period.</p> <ul style="list-style-type: none"> • I can identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can use primary and secondary sources, identify ways people modified the physical environment as they did in the United States and describe the impacts that resulted. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. • I can identify and explain the four types of economic systems; evaluate how the characteristics of the market economy have affected the economic and labor development of the United States. • I can analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877. • I can relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries. • I can compare and contrast job skills needed in different time periods in the United States history. 	<ul style="list-style-type: none"> • How was the land used in different regions of the United States? • How can maps show the economic development and human migration in the United States? • How can primary and secondary sources show the ways people modified the physical environment? • What human and physical factors have influenced migration in the United States? • What are the 4 types of economic stems? • What role did entrepreneurs and inventors play in the development of the United States Economy? • How did new technology and inventions change labor productivity in the United States? • How did job skills change throughout United States history?
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Industrial Revolution PowerPoint & Notes • Chapter 14, Lesson 1: The Industrial North • Chapter 14, Lesson 2: People of the North • Industrial Revolution Inventions • Factory Simulation 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • Industrial Revolution Invention Sheet • Factory Simulation Checklist

Pacing: Unit 6, Days 69 - 71

<p align="center"><u>Indiana Academic Standards</u> 8.1.21, 8.1.22, 8.3.8</p>	<p align="center"><u>Academic Vocabulary</u> Underground Railroad, abolitionists</p>
<p align="center"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes. ● I can describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad. ● I analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. 	<p align="center"><u>Question Stems</u></p> <ul style="list-style-type: none"> ● How did slavery affect the development of the Southern Economy? ● How did women's role change throughout the 19th century? ● What role did immigrants play in the 19th century? ● What was the abolitionist movement? ● What people played a role in the abolitionist movement? ● What was the Underground Railroad? ● How did human and physical factors influence migration throughout the United States?
<p align="center"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> ● Slavery on the Rise Stations ● The Underground Railroad PowerPoint and Notes ● Chapter 14, Lesson 3: Southern Cotton Kingdom ● Chapter 14, Lesson 4: People of the South ● Chapter 15, Lesson 2: The Abolitionists ● Unit 6 Review 	<p align="center"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> ● Bell Ringer Review Questions ● Slavery on the Rise Stations Checklist ● Textbook Questions ● Unit 6 Test

<p align="center"><u>Unit 7 Theme</u> Manifest Destiny - Civil War</p>	<p align="center"><u>Duration of Unit</u> 6 Weeks</p>
<p align="center"><u>Essential Question(s)</u> Why does the Civil War happen?</p>	
<p align="center"><u>End of Unit 7 Authentic Learning Task</u></p> <p>Students will create a Civil War Display about a chosen group or individual to show mastery of the Civil War. A checklist will be used to check for students' mastery.</p>	

Standards: 8.1.18, 8.1.19, 8.1.24, 8.1.25, 8.1.27, 8.1.28, 8.1.29, 8.1.31, 8.2.1, 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.8, 8.3.9, 8.4.2, 8.4.4, 8.4.8.4.7, 8.4.10

Pacing: Unit 7, Day 72

<p><u>Indiana Academic Standards</u> 8.1.18, 8.3.1, 8.3.2, 8.3.6, 8.3.8, 8.3.9</p>	<p><u>Academic Vocabulary</u> discrimination, Manifest Destiny, Mountain Man</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny. • I can read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. • I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction. • I can use maps to identify changes influenced by growth, economic development and human migration in the United States. • I can analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. • I can identify and interpret maps, graphs, and charts showing the distribution of natural resources such as forest, 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. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • Why did Americans want to control the Oregon Country? • What challenges came along with westward expansion? • What does Manifest Destiny mean? • How can maps show physical and cultural characteristics of the United States? • How can maps show the physical growth and development of the United States? • How can maps show human migration in the United States? • How can graphs show the distribution of natural resources throughout the United States?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Oregon Trail Escape Room • Oregon Trail Computer Game 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Oregon Trail Computer Game Response

Pacing: Unit 7, Days 73 - 74

<u>Indiana Academic Standards</u> 8.1.19, 8.1.28, 8.3.2	<u>Academic Vocabulary</u> annex, Tejano
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can analyze the causes and effects of the Mexican War. • I can recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded. • I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction. 	<u>Question Stems</u> <ul style="list-style-type: none"> • Why did war break out between the United States and Mexico? • What could have been an alternate course of action other than the Mexican-American War? • How do maps show the physical growth and development of the United States?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • Mexican American War PowerPoint and Notes • Chapter 13, Lesson 2: Statehood for Florida and Texas • Chapter 13, Lesson 3: War with Mexico • Mexican American War Map Activity • Mexican American War Webquest 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • Mexican American War Map Activity Checklist • Mexican American War Webquest Checklist

Pacing: Unit 7, Day 75

<u>Indiana Academic Standards</u> 8.3.2	<u>Academic Vocabulary</u> Forty-Niners, Boomtown, vigilante
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> • I can read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction. 	<u>Question Stems</u> <ul style="list-style-type: none"> • How did the discovery of gold help California? • How can maps portray the physical growth and development of the United States?
<u>Resources/Activities</u> <ul style="list-style-type: none"> • Gold Rush Stations 	<u>Assessment(s)</u> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Gold Rush Stations Checklist

Pacing: Unit 7, Days 76 - 78

<u>Indiana Academic Standards</u> 8.1.24, 8.3.1	<u>Academic Vocabulary</u> popular sovereignty, Dred Scott vs. Sanford
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> I can analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict. I can read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. 	<u>Question Stems</u> <ul style="list-style-type: none"> How did the United States try to prevent the Civil War? What role did states' rights and slavery play in sparking the Civil War? How do maps use symbols to determine landforms and human features of the United States?
<u>Resources/Activities</u> <ul style="list-style-type: none"> A Nation Divided Tri-fold 	<u>Assessment(s)</u> <ul style="list-style-type: none"> Bell Ringer Review Questions A Nation Divided Tri-fold Checklist

Pacing: Unit 7, Day 79

<u>Indiana Academic Standards</u> 8.1.24, 8.1.29	<u>Academic Vocabulary</u> secede, Civil War
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> I can analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict. I can differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts. 	<u>Question Stems</u> <ul style="list-style-type: none"> What happens once Abraham Lincoln is elected president? What steps were taken to prevent the Civil War? How can facts differentiate from historical interpretations?
<u>Resources/Activities</u>	<u>Assessment(s)</u>

<ul style="list-style-type: none"> • Election of 1860 Map Activity • Chapter 16, Lesson 3: Secession and War 	<ul style="list-style-type: none"> • Bell Ringer Review Questions • Election of 1860 Map Activity Checklist • Textbook Questions
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Pacing: Unit 7, Days 80-84

<p><u>Indiana Academic Standards</u> 8.1.25</p>	<p><u>Academic Vocabulary</u> border states, emancipate, Gettysburg Address, ironclad, emancipation, draft</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each. 	<p><u>Question Stems</u></p> <ul style="list-style-type: none"> • What were the goals and strategies of the North and the South? • What factors influenced the outcome of the Civil War? • What individuals influenced the outcome of the Civil War?
<p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Civil War: Strengths and Weaknesses PowerPoint and Notes • Chapter 17, Lesson 1: The Two Sides • Chapter 17, Lesson 2: Early Years of the War • Chapter 17, Lesson 4: The Strain of War • Chapter 17, Lesson 5: The War's Final Stages • Civil War Battles Stations 	<p><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • Civil War Battles Stations Checklist

Pacing: Unit 7 Day 85-90

<p><u>Indiana Academic Standards</u> 8.1.27</p>	<p><u>Academic Vocabulary</u> Freedmen's Bureau, Reconstruction, impeach, Scalawag, corruption, sharecropping, literacy test, segregation</p>
<p><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's 	<p><u>Question Stems</u></p> <p>Did Reconstruction reach its goal? How did Andrew Johnson impact Reconstruction? What was the Compromise of 1877?</p>

impeachment, the Black Codes, and the Compromise of 1877.	
<p style="text-align: center;"><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Reconstruction PowerPoint • Chapter 18, Lesson 1: Planning Reconstruction • Chapter 19, Lesson 2: The Radicals Take Control • Chapter 18, Lesson 3: The South During Reconstruction • Chapter 18, Lesson 4: The Post-Reconstruction Era • CSI: Lincoln Assassination Investigation • Semester 2 Final Exam Study Guide 	<p style="text-align: center;"><u>Assessment(s)</u></p> <ul style="list-style-type: none"> • Bell Ringer Review Questions • Textbook Questions • CSI: Lincoln Assassination Investigation Rubric • Semester 2 Final Exam

Indiana Academic Standards Addressed and Assessed Each Term Grade 8 Social Studies (A=assessed; I=introduced; P=practiced; R=reviewed) (Green=high priority; Yellow=moderate priority; Blue=low priority)					
Standard	Standard Statement	Term 1	Term 2	Term 3	Term 4
History					
8.1.1	Identify the major Native American Indian groups of eastern North America and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation.	I,P,R,A			
8.1.2	Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.	I,P,R,A			
8.1.3	Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).		I,P,R,A		
8.1.4	Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).		I,P,R,A		

8.1.5	Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).		I,P,R,A		
8.1.6	Identify and provide the significance of major events in the creation of the Constitution such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.			I,P,R,A	
8.1.7	Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.			I,P,R,A	
8.1.8	Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences caused the development of political parties, affecting the nation for the future.			I,P,R,A	
8.1.9	Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events.			I,P,R,A	
8.1.10	Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.		I,P,A	P,R,A	
8.1.11	Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South causing early sectionalism in America.		I,P,A	P,R,A	P,R,A
8.1.12	Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America’s initial push towards westward expansion.			I,P,R,A	P,R,A
8.1.13	Explain the main issues, consequences, and landmark decisions of the Marshall			I,P,R,A	

	Court, including how it affected the power of the Judicial Branch.				
8.1.14	Analyze the causes and consequences of the War of 1812.			I,P,R,A	P,R,A
8.1.15	Define nationalism and explain how it affected domestic policy, foreign policy, and the development of an industrial economy during this period. ● Examples: Monroe Doctrine, American System			I,P,R,A	
8.1.16	Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.			I,P,R,A	P,R,A
8.1.17	Explain relationships and conflict between settlers and Native Americans on the frontier.	I,P,R	P,R,A	P,R,A	P,R,A
8.1.18	Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.	I,P,A	P,A	P,R,A	P,R,A
8.1.19	Analyze the causes and effects of the Mexican War (1846-1848).				I,P,R,A
8.1.20	Give examples of how immigration affected American culture in the decades before and 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.		I,P,A	P,R,A	P,R,A
8.1.21	Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.				I,P,R,A
8.1.22	Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.		I		I,P,R,A

8.1.23	Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.				I,P,R,A
8.1.24	Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict		I,P,R	P,R,A	P,R,A
8.1.25	Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.				I,P,R,A
8.1.26	Compare and contrast the three plans for Reconstruction and evaluate the merits of each				I,P,R,A
8.1.27	Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.				I,P,R,A
8.1.28	Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.	I,P,R,A	I,P,R,A	I,P,R,A	I,P,R,A
8.1.29	Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.				
8.1.30	Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.	I,P,R	I,P,R,A	I,P,R,A	I,P,R,A
8.1.31	Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.				
Civics and Government					
8.2.1	Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism;		I	I,P,R,A	

	representative government; and individual rights to life, liberty and property; and freedom of conscience.				
8.2.2	Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.			I,P,R,A	
8.2.3	Examine ways that the national government affects the everyday lives of people of the United States.			I,P,R,A	P,R,A
8.2.4	Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.			I,P,R,A	
8.2.5	Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.			I,P,R,A	
8.2.6	Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.			I,P,R,A	
8.2.7	Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.			I,P,R,A	P,R,A
8.2.8	Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.			I,P,R,A	
8.2.9	Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.			I,P,R,A	
8.2.10	Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as First and Second Amendment rights, the right to privacy, and the rights of the individual.			I,P,R,A	
Geography					
8.3.1	Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States.	I,P,R,A	I,P,R,A	I,P,R,A	I,P,R,A

8.3.2	Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).			I,P,R,A	I,P,R,A
8.3.3	Identify and locate the major climate regions in the United States and describe the characteristics of these regions.	I	P,R,A	P,R,A	P,R,A
8.3.4	Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.	I	P,R,A	P,R,A	P,R,A
8.3.5	Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.		I,P,R,A	P,R,A	P,R,A
8.3.6	Using maps identify changes influenced by growth, economic development and human migration in the United States.			I,P,R,A	
8.3.7	Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.			I,P,R,A	
8.3.8	Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.				I,P,R,A
8.3.9	Identify and interpret 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.		I,P,R,A	P,R,A	P,R,A
Economics					
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.	I,P,R,A			
8.4.2	Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.				I,P,R,A

8.4.3	Explain how federal, state, and local governments are involved in the economy of the United States.			I,P,R,A	
8.4.4	Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.				I,P,R,A
8.4.5	Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.			I,P,R,A	P,R,A
8.4.6	Identify and give examples of different kinds of money used in the United States throughout its history			I,P,R,A	
8.4.7	Trace the development of the banking system in the United States.			I,P,R,A	P,R,A
8.4.8	Explain and evaluate examples of domestic and international interdependence throughout United States history		I,P,R,A	P,R,A	
8.4.9	Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.			I,P,R,A	
8.4.10	Compare and contrast job skills needed in different time periods in United States history.				I,P,R,A
8.4.11	Analyze how the causes and effects of changes in the price of certain goods and services has had a significant influence on events in United States history.				I,P,R,A
History/Social Studies Literacy					
6-8.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	I,P,R,A	P,R,A	P,R,A	P,R,A
6-8.LH.1.2	Write routinely over a variety of timeframes for a range of discipline specific tasks, purposes, and audiences.	I,P	P,A	P	R,A
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	I,P,R,A	P,R,A	P,R,A	
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source;	I,P,R	P,R,A	P,R	P,R,A

	provide an accurate summary of the source distinct from prior knowledge or opinions.				
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered).		I,P,R,A	I,P,R,A	
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		I,P,R,A	P,R,A	P,R
6-8.LH.3.2	Describe how a text presents information (Examples: sequentially, comparatively, causally).		I,P,R,A	I,P,R,A	
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (Examples: loaded language, inclusion or avoidance of particular facts).		I,P,R,A	I,P,R,A	
6-8.LH.4.1	Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		I, P, R,A	P,R,A	P,R,A
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.		I,P,R,A	P,R,A	
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.		I,P,R	P,R,A	P,R,A
6-8.LH.5.1	Write arguments focused on discipline-specific content.			I,P,R,A	P,R,A
6-8.LH.5.2	Write informative texts, including analyses of historical events.		I,P,R,A	P,R,A	
6-8.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.		I,P,R,A	P,R,A	
6-8.LH.6.2	Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			I	
6-8.LH.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional			I,P,R,A	

	related, focused questions that allow for multiple avenues of exploration.				
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).		I,P,R,A	I,P,R,A	
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.		I,P,R,A	P,R,A	