



U.S. History 8th Grade Social Studies

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated September 25, 2021



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Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit: Procedures and Routines, Social Studies Skills, Review of Pre-Colonial and Colonial Era

Time Frame	Timeframe: 2 weeks, Quarter 1 <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How does a student succeed in this class?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What does it mean to be safe, respectful and ready to learn? • What are appropriate ways we use building technology. <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Learning goals - Bell Work - Engagement Techniques - Routines for purposeful Movement/Material management - Common Grading Practices <p>Essential Question #2: What is Social Studies?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is the job of a historian? • What are the 4 steps to historical thinking? (sourcing, close reading, contextualizing, corroboration) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Historical Thinking - Spatial Thinking - Economic Reasoning - Civic Engagement - Student on-line textbook accounts <p>Essential Question #3: Was colonial America a democratic society?</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Why did the American colonists declare their independence from Great Britain? • How was slavery and the slave trade central to the development of the colonial economies? <i>(Learning for Justice: Teaching Hard History - Key Concept 2 – see link in Online Instructional Resources)</i> • What impact did Indigenous Peoples and Enslaved Africans have on the foundation of the United States? (economically, culturally, legally) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Indigenous People in colonial America - Enslaved Africans and slave trade in colonial America - Early events of turmoil between colonies and Great Britain - Skills: historical thinking, spatial thinking, economic reasoning, multiple perspectives, inquiry
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<p>Standards and Indicators</p>	<p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>primary source secondary source inquiry triangular Trade transatlantic enslaved Africans colonies/colonist Indigenous People/Native chattel monarchy tyranny mercantilism tribal sovereignty unalienable rights marginalized barter Declaration of Independence</p>	<p>Other Unit Specific Vocabulary</p> <p>MTSS-B: Respectful Ready to learn Safe Responsible</p> <p>Content Specific: Government Sugar Act Tea Act Stamp Act Townshend Acts Boston Tea Party Continental Army Treaty of Paris</p> <p>ELL-SPED Supplementary Vocab: country (nation)/state/city slave (slavery) government currency</p>



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<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p>
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Unit 1: Pre-Constitution

Overview: By 1760, the British and their Native American allies had driven France from the Ohio Valley. Their troubles in the region were not over, however. For many years, fur traders had sent back glowing reports of the land beyond the Appalachian Mountains. The dense forests of the Ohio Valley offered new resources that were in short supply in the East, and with the French gone, British colonists wanted to head west to claim the land for themselves.

<p>Time Frame</p>	<p>Timeframe: 3 weeks, Quarter 1</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What were the strengths and weaknesses of the Articles of Confederation? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is the purpose of a government? • What was the Articles of Confederation? • How did the Articles of Confederation influence the creation of Constitution? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Articles of Confederation - Constitution - federalism - primary sources - Skills: historical thinking, civic engagement, multiple perspectives, inquiry <p>Essential Question #2: How did the use of <i>compromise</i> contribute to the success of the U.S. Constitution? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What was the purpose of the Constitutional Convention? • What were the compromises that were made at the Constitutional Convention? • How were they seen as necessary to the creation of the new government of the United States? • How did the Constitution embed protections for slavery? (<i>Learning for Justice: Teaching Hard History - Key Concept 3 - see link in Online Instructional Resources</i>) <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - limited government - Great Compromise (New Jersey Plan, Virginia Plan) - 3/5 Compromise - Constitutional Convention - Founders - Alexander Hamilton, James Madison, George Washington, Benjamin Franklin - Embedded protections for slavery - Skills: historical thinking, civic engagement, multiple perspectives, inquiry <p>Essential Question #3: What were the arguments made by the Federalists and Anti-Federalists in their debate over ratification of the Constitution? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Who were the Federalists? • Who were the Anti-Federalists?
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- What were the arguments of the Federalists and Anti-federalists in their debate over ratification?

Key Topics and Skills:

- Federalists: *Publius*, James Madison, Alexander Hamilton, George Washington, Benjamin Franklin
- Anti-Federalist: *Brutus*, Melancton Smith, Patrick Henry, Robert Yates, Samuel Adams, George Mason
- Federalist Papers
- Bill of Rights
- Skills: historical thinking, civic engagement, multiple perspectives, inquiry



<p>Standards and Indicators</p>	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.a Identify and describe the different systems of government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government. SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Constitution limited government ratify/ratification Federalists Anti-Federalists Articles of Confederation Bill of Rights Great Compromise 3/5 Compromise republic amend/amendment popular sovereignty federalism Congress Senate House of Representatives</p>	<p>Other Unit Specific Vocabulary</p> <p>Content Specific: civic responsibility civic participation analyze historical events Virginia Plan New Jersey Plan <i>Federalist Papers</i> articles general welfare domestic tranquility ethics/ethical rule of secrecy election</p> <p>ELL-SPED Supplementary Vocab: citizen/civilian compromise liberty justice debate</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p> <p>CBA 1</p> <p>See Sharepoint for directions and assessment</p>



Unit 2: The Constitution

Overview: State governments vary from state to state. In forming a government, most states wrote constitutions. A constitution is a document that sets out the basic laws, principles, organization, and processes of government. States wrote constitutions for two reasons. First, a written constitution would spell out the rights of citizens. Second, it would limit the power of government.

Time Frame	Timeframe: 4 weeks, Quarter 1 <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: Does the system of checks and balances provide our nation with an effective and efficient government? (suggested pacing: 2 weeks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the three branches of government? Who is/are the leader(s) of each branch? • What is separation of powers? List examples of how responsibilities are separated throughout the three branches of our national government. • What are the benefits and drawbacks of the system of checks and balances in the functions of our national government? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - branches of government - Legislative Branch - Executive Branch - Judicial Branch - checks and balances - Skills: historical thinking, civic engagement, multiple perspectives, inquiry <p>Essential Question #2: What are the roles, responsibilities, and rights as local, state, national and international citizens? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Which rights are protected by the Bill of Rights? Why was it necessary to add these to the U.S. Constitution? • What is civic engagement? How does the Constitution protect civic engagement/civic participation? • What forms of civic participation are protected by the Constitution? (formal/informal examples of civic participation) • What is a tax? How are tax revenues collected and distributed? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Bill of Rights - separation of powers - elected officials - federalism - civil liberties - civic engagement - economic reasoning - Skills: historical thinking, civic engagement, multiple perspectives, inquiry
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Essential Question #3: How are the responsibilities of government at the state and federal levels outlined in the Constitution? (suggested pacing: split 1 week with EQ4)

Supporting Questions to Guide Instruction/Inquiry:

- What are delegated powers?
- What are reserved powers?
- What are concurrent powers?

Key Topics and Skills:

- separation of powers
 - o identify powers delegated to the federal government.
 - o identify powers reserved to the states.
 - o identify powers that are shared by the states and federal government.
- federalism
- delegated powers
- concurrent powers
- reserved powers
- Skills: historical thinking, civic engagement, multiple perspectives, inquiry

Essential Question #4: How did the development of the economic system and national bank impact the growth of the United States? (suggested pacing: 1-2 day lesson in last week)

Supporting Questions to Guide Instruction/Inquiry:

- What is the purpose and function of a bank?
- What was the role of Alexander Hamilton in establishing the banking system of the United States?

Key Topics and Skills:

- Alexander Hamilton
- Federalism
- National Bank
- Skills: economic reasoning, historical thinking and analysis, inquiry



Standards and Indicators	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.a Identify and describe the different systems of government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.a Demonstrate ways individuals participate in the political process. SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. SS 8.1.2.c Demonstrate civic engagement.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States. SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>federalism separation of powers checks and balances branches of government Legislative Branch Executive Branch Judicial Branch representative democracy Congress Senate House of Representatives Supreme Court President Bill of Rights impeach veto amend/amendments elected positions</p>	<p>Other Unit Specific Vocabulary</p> <p>Content Specific: tax law citizen/civilian political party Electoral College civil liberties bill judicial review constitutional/unconstitutional</p> <p>ELL-SPED Supplementary Vocab: override debate representative/representation</p>
<p>Common Assessments Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p>



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Unit 3: Territorial Expansion and Conflict

Overview: When Americans began their “great experiment” in 1776, the idea that the United States might one day spread across the continent seemed an impossible dream. By 1848, however, that dream was a reality. Manifest Destiny took many forms. America grew through treaties, through settlement, and through war. As America grew, it became far more diverse. Its new territories were home to many native peoples, as well as settlers from Spain, Mexico, and other countries. America’s growth would have a major impact on the people who were already living in the West.

Time Frame	Timeframe: 4 weeks, Quarter 2 <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How justifiable as U.S expansion in the 1800s? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is manifest destiny? How did Manifest Destiny influence U.S. westward expansion? • Which event encouraged westward expansion past the Mississippi River? • What were the positives and negatives of moving to unchartered land? • What goals and expectations did Jefferson set for Lewis and Clark? • What did the Lewis and Clark expedition achieve? • Was the purchase of the Louisiana Territory constitutional? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Thomas Jefferson - Louisiana Purchase - Lewis and Clark Expedition - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: Should the United States fight to preserve the right of its citizens to travel and trade overseas? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry?</p> <ul style="list-style-type: none"> • What was the cause of the War of 1812? • What countries were involved in the war? • What role did waterways/rivers play in the War of 1812? • How did African Americans and Native Americans come to serve in the war? • How did the War of 1812 end? What impact did it have on the United States? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Impressment - Embargo - Treaty - Enlistment - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #3: What is the lasting legacy of westward expansion? (suggested pacing: 1 week)</p> <p>Note: EQ 3 is aligned with Learning for Justice: Teaching Hard History – Summary Objective 8 - See the <i>Learning for Justice link under EQ 3 in Instructional Resources</i></p>
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Supporting Questions to Guide Instruction/Inquiry:

- What was significant about the land the Cherokee were on?
- How did President Andrew Jackson's policies affect Native Americans living east of the Mississippi River?
- How did Native Americans resist forced removal from their lands?
- How does American expansion demonstrate the use of power while sacrificing humanity?

Key Topics and Skills:

- Cherokee
- Tribal Sovereignty
- Indian Removal Act
- Trail of Tears
- Andrew Jackson
- Reservations
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry

Essential Question #4: Was the Mexican American war *justified*? (suggested pacing: 1 week)

Supporting Questions to Guide Instruction/Inquiry?

- What were the original borders of Mexico?
- How did the belief in Manifest Destiny lead to war with Mexico?
- Was the annexation of Texas an appropriate move?
- According to the abolitionists, what was the purpose of the war?
- How was the Mexican American War connected to the Mexican Cession?
- How did the result of the Mexican American War impact the relationship of the U.S. and Mexico?

Key Topics and Skills:

- Annexation
- Mexican Cession
- Treaty of Guadalupe Hidalgo
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry



<p>Standards and Indicators</p>	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS 8.2.5.a Explain that currency must be converted to make purchases in other countries. SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>SS 8.3.2 Examine how regions form and change over time. SS 8.3.2.a Evaluate physical and human characteristics of places and regions. SS 8.3.2.b Determine the impact of land and water features on human decisions. SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</p>
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	<p>SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>manifest impressment assimilation, Manifest Destiny Louisiana Purchase Lewis & Clark Expedition War of 1812 Indian Removal Act Trail of Tears (Cherokee) annex treaty cession Mexican American War Mexican Cession</p>	<p>Other Unit Specific Vocabulary</p> <p>Thomas Jefferson James Monroe Andrew Jackson James K. Polk Treaty of Guadalupe Hidalgo Treaty of Ghent Tribal Sovereignty</p>
<p>Common Assessments Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p>



U.S. History: 8th Grade



Unit 4: Settlement and Immigration

Overview: In the 1800s, the United States expanded its western border to the Pacific Ocean. Arriving by train, ship, wagon, or the power of their own two feet, settlers soon followed. All were in search of something better than what they left behind, whether they were migrants from inside the United States or immigrants arriving from other countries. They were pulled to the land by the lure of new opportunities and the promise of wealth and pushed by the struggles and hardships they hoped to leave behind.

Time Frame	Timeframe: 5 weeks, Quarter 2 (3 weeks for content, 2 weeks for the RSP) <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What were the motives, hardships, and legacies of the groups moving west in the 1800s? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the push/pull factors that influenced groups on the different trails west? • Where did the trails begin and end? • How did the belief in Manifest Destiny drive the settlement of the West? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Manifest Destiny - Oregon Trail, Mormon Trail - California Gold Rush - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: How do modern push/pull factors compare to immigration in the 1800s? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What push/pull factors brought immigrants to the United States? • From where did the immigrants arrive and where did they settle? • What contributions to the U.S. were made by immigrants? • What hardships or discrimination did each immigrant group face? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - push/pull factors - U.S. immigration mid 1800s - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #3: How did the settlers change the West and impact Native Americans? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How did the Transcontinental Railroad contribute to westward expansion? • How did the Transcontinental Railroad impact Nebraska and the city of Omaha? • What were the requirements to obtain land under the Homestead Act? How did it lead to settlement of the Great Plains? • What was life on the plains like for those who settled? • What impact did westward expansion have on Native Americans?
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	<p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Transcontinental Railroad - Homestead Act - Impact of westward expansion - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry
<p>Standards and Indicators</p>	<p>SS 8.3.2 Examine how regions form and change over time. SS 8.3.2.a Evaluate physical and human characteristics of places and regions. SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. SS 8.3.3.a Interpret the impact of natural processes on human and physical environments. SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Oregon Trail Mormon Trail 49ers push factors pull factors Transcontinental Railroad Homestead Act</p>	<p>Other Unit Specific Vocabulary</p> <p>Brigham Young Union Pacific Railroad Central Pacific Railroad boom towns Exodusters</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p> <p>RSP</p> <p>See Sharepoint and LibGuide for detailed information.</p>

Financial Literacy Unit

Overview: This two-week, stand alone unit will be taught at the start of Quarter 3. The lessons for this unit are pulled from Next Generation Personal Finance lessons for middle school and teach concepts of personal and business finance aligned to the standards.

<p>Time Frame</p>	<p>Timeframe: 2 weeks, start of Quarter 3</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p>Essential Question</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What skills and resources can help you understand and plan for future financial success? (pacing: 2 weeks)</p> <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Personal Finance Decision Making (lessons 1.1 and 1.2) - Checking Accounts/Debit (lesson 2.4) - Needs vs. Wants and Budgeting (lessons 3.2 and 3.3) - Introduction to Credit (lesson 4.2) - Building Saving Habits (lesson 5.2) - Introduction to Investing (lesson 6.1) <p>Instructional Pacing: topics and skills are connected to lesson(s), with each lesson intended to take one 90-minute class period. Lessons should progress in the order listed, with lesson 6.1 implemented if time permits.</p>	
<p>Standards and Indicators</p>	<p>SS 8.2.2 Understand personal and business financial management.</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	
<p>Vocabulary</p> <p>Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Tradeoffs Checking Savings Debit Credit Budget Investments</p>	<p>Other Unit Specific Vocabulary</p> <p>Personal Finance Financial Success Financial Resources</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p>	<p>Summative Assessments</p>



Unit 5: Slavery and Sectionalism

Overview: There were 11 free states in the North and 11 slave states in the South in 1819. The era of sectionalism, or tension between people loyal to their section, or region, lasted from the 1810s to the 1860s. During this era, each of these two regions, or sections had different economies, political views, and ideas about slavery. These differences were the main causes of sectionalism. The effects of sectionalism included political conflicts over issues important to each section, or region.

Time Frame	Timeframe: 5 weeks, Quarter 3 (4 weeks for content, 1 week for CBA 2: Part 1) <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How did slavery contribute to the growth and development of the early United States? (suggested pacing: 1 week)</p> <p>Note: EQ 1 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 8 and 9</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Where was slavery generally located in the United States? • Which agricultural crops funded slavery? • Which inventions advanced the business of slavery? • How did the textile factories of the North benefit from the growth of slavery in the South? • How was the labor of enslaved people organized and controlled in the United States? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Economic systems of the North and South - Legal protections of slavery - Cotton Gin - Narratives of enslaved peoples (primary sources) <i>*see Learning for Justice link in under EQ 1 in Instructional Resources</i> - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: How did laws during the mid-1800s encourage or discourage the practice of slavery? (suggested pacing: 1 week)</p> <p>Note: EQ 2 is aligned with Learning for Justice: Teaching Hard History – Summary Objective 13</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Who were the people involved with creating the laws? • What were some of the debates against slavery? • What were the effects of the compromises, such as the Missouri Compromise and the Compromise of 1850, on slavery? How did the North and the South react? • How was the Dred Scott Decision received by Northerners? By Southerners? • How was the Fugitive Slave Act received by Northerners? By Southerners? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Missouri Compromise - Compromise of 1850 - Fugitive Slave Act - Dred Scott Decision - Kansas-Nebraska Act
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- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry

Essential Question #3: How did the growth of the Abolitionist Movement impact the debate over slavery in the United States? (suggested pacing: 1 week)

Note: EQ 3 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 10 and 12

Supporting Questions to Guide Instruction/Inquiry:

- What was the Abolition Movement?
- How did abolitionists such as Frederick Douglass and William Lloyd Garrison contribute to the abolition of slavery?
- Compare and contrast the methods of the following abolitionists: Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Harriet Beecher Stowe, and John Brown.
- What was the novel *Uncle Tom’s Cabin* significance on the truth of slavery?
- How do cultural practices of enslaved Africans persist and continue to influence others? (Learning for Justice: Teaching Hard History – Summary Objective 12)

Key Topics and Skills:

- American Colonization Society
- Grimke Sisters
- Underground Railroad and the North Star
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry

Essential Question #4: Why was the country in fear of division over the issue of slavery? (suggested pacing: 1 week)

Note: EQ 4 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 11,13, and 14

Supporting Questions to Guide Instruction/Inquiry:

- In what ways did enslaved people resist?
- How did slave rebellions, such as Nat Turner’s Rebellion, impact the debate over slavery in the United States?
- How was John Brown’s Raid on Harpers Ferry received by Northerners? By Southerners?
- How did the Dred Scott Decision further divide the country?
- Why did the South declare its secession between 1860 to 1861?
- How did the election of Lincoln influence the secession of the South?
- What legal argument did the South Carolina use to justify secession?

Key Topics and Skills:



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| | <ul style="list-style-type: none">- Acts of resistance by enslaved people- Leadership of North and South and their argument in defense of slavery, against slavery (state rights, financial)- Civil War threat- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry |
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Standards and Indicators	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history. SS 8.1.1.e Describe how important government principles are shown in American government. SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.3.2 Examine how regions form and change over time. SS 8.3.2.a Evaluate physical and human characteristics of places and regions. SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and</p>
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	secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>popular sovereignty compromise Missouri Compromise Compromise of 1850 Fugitive Slave Act Dred Scott Decision Kansas-Nebraska Act secession abolition plantation sectionalism cotton gin</p>	<p>Other Unit Specific Vocabulary</p> <p>Frederick Douglass John Brown Raid Bleeding Kansas Underground Railroad <i>Uncle Tom's Cabin</i></p>
Common Assessments Assessments in bold are required.	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p> <p>CBA 2: Part 1</p> <p>See Sharepoint for detailed information.</p>



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Unit 6: The Civil War

Overview: When President Lincoln took the oath of office in 1861, he faced a dangerous situation. Seven southern states had seceded from the United States for fear of threats of abolishing slavery. The North and South had different strategies for victory. The Union planned an aggressive campaign against the South. The South, meanwhile, planned to hold tight until the North lost the will to fight. President Lincoln's Emancipation Proclamation made ending slavery the clear focus of the conflict.

Time Frame	Timeframe: 5 weeks, Quarters 3 and 4 (4 weeks for content, 1 week for CBA 2: Part 2) <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What were the strengths and weaknesses of the Union and Confederacy? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the economic advantages and disadvantages of the North and South? (including technology) • What are the military advantages and disadvantages of the North and South? (including military strategies and important battles) • What is total war? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - total war - General Robert E. Lee - General Ulysses S. Grant - Anaconda Plan and blockades on trade - National Banking Act of 1863 - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: How did speeches, declarations and legal actions change the course of the American Civil War? (suggested pacing: 1 week)</p> <p>Note: EQ 2 is aligned with Learning for Justice: Teaching Hard History – Summary Objective 15</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is the Emancipation Proclamation? • What happened at Gettysburg and what is the Gettysburg Address? • What does the Thirteenth Amendment to the U.S. Constitution state? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Emancipation Proclamation - border states - Gettysburg Address - Union - Confederacy - Thirteenth Amendment - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #3: How did the contributions of Women, African Americans and Indigenous People impact the course of the American Civil War? (suggested pacing: 1 week)</p>
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Note: EQ 3 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 15 and 16

Supporting Questions to Guide Instruction/Inquiry:

- What roles did women play during the war in the North and South?
- What were the Union policies concerning African American military service?
- How did free black and enslaved communities affect the Civil War?
- How did Indigenous people participate in and were impacted by the American Civil War?

Key Topics and Skills:

- Clara Barton and the Red Cross
- 54th Massachusetts Regiment
- Fort Wagner
- African Americans during the war
- Indigenous people during the war
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry

Essential Question #4: Was it possible to have peace and reconciliation after the American Civil War?
(suggested pacing: 1 week)

Supporting Questions to Guide Instruction/Inquiry:

- What happened at the Appomattox Courthouse?
- What were the terms of surrender?
- Why did the South surrender?
- How was the South affected by the Civil War?

Key Topics and Skills:

- Appomattox Courthouse
- terms of surrender
- impact of the Civil War
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry



<p>Standards and Indicators</p>	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> Confederacy Union secession Gettysburg Address Fort Sumter Jefferson Davis Ulysses S Grant Robert E Lee Civil War Emancipation Proclamation total war Appomattox Court House National Banking Act of 1863 Clara Barton Thirteenth Amendment 54th Massachusetts Regiment 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> analyze infer evaluate primary source minie ball blockade ironclad Anaconda Plan border states Yankee Rebel
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p> <p>CBA 2: Part 2</p> <p>See Sharepoint for detailed information.</p>

Unit 7: Reconstruction

Overview: At the end of the Civil War, the future looked bleak to many southerners. Across the South, cities and farms lay in ruins. All Southerners, black or white, faced an unfamiliar new world. At the same time, a shattered nation had to find a way to become whole again.

<p>Time Frame</p>	<p>Timeframe: 3 weeks, Quarter 4</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: Should the South have been treated as a defeated nation or rebellious states? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What was President Abraham Lincoln’s plan for Reconstruction? • What did the Radical Republicans propose for a Reconstruction plan? • How did President Johnson’s plan compare to the Radical Republicans’ plan? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Abraham Lincoln - Assassination - Andrew Johnson - Radical Republicans - Congress - re-admitting the South - punishment vs. forgiveness - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: Does racial equality depend on government action? (suggested pacing: 1 week)</p> <p>Note: EQ 2 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 18 and 19</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the three Reconstruction amendments? • Why did the government help to establish the Freedmen’s Bureau? • In what ways did newly freed Africans participate in politics following the Civil War? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - 13th Amendment - 14th Amendment - 15th Amendment - Freedmen's Bureau - African Americans in politics - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #3: How did the dream of freedom and equality quickly fade as Reconstruction ended? (suggested pacing: 1 week)</p>
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Note: EQ 3 is aligned with Learning for Justice: Teaching Hard History – Summary Objectives 20, 21, and 22

Supporting Questions to Guide Instruction/Inquiry:

- How did Black Codes, Jim Crow laws and the Ku Klux Klan entrench segregation and racism?
- How did the system of Sharecropping limit the new freedoms of emancipated slaves in the South?
- What was the impact of the Compromise of 1877 and the removal of federal troops from the South?

Key Topics and Skills:

- Plessy v. Ferguson
- Compromise of 1877
- Segregation
- racism/ racist
- Sharecropping
- Black Codes
- Jim Crow Laws
- Ku Klux Klan
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry



Standards and Indicators	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <ul style="list-style-type: none"> Reconstruction 13th Amendment 14th Amendment 15th Amendment Freedmen’s Bureau Andrew Johnson black codes Radical Republicans Ku Klux Klan Segregation Jim Crow Laws Plessy v Ferguson 	<p>Other Unit Specific Vocabulary</p> <ul style="list-style-type: none"> Reconstruction Acts carpetbaggers scalawags Compromise of 1877 sharecropping citizenship
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p>

Unit 8: Industrial Revolution, Gilded Age, and Impact on Native Americans

Overview: The growth of railroads after the Civil War spurred the growth of the steel industry as well as conflicts with Native tribes who had been promised sovereignty. Rail owners know that steel rails were stronger but more costly and difficult to make. But all the prosperity of the Gilded Age did not make its way to most of the nation’s citizens, where calls for reform began. Between 1865 and 1915, more than 25 million immigrants poured into the United States. They came full of hope and excitement but also anxiety.

<p>Time Frame</p>	<p>Timeframe: 3 weeks, Quarter 4</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: Did the benefits of industrialization outweigh the costs? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • Who were the “captains of industry” and how did they influence consumers? • What developments occurred in the steel, oil, and electric power industries during the Second Industrial Revolution? • Why did the U.S. government choose to break up monopolies and trusts? • How did inventions impact people’s lives during the Second Industrial Revolution? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Second Industrial Revolution - John Rockefeller, Andrew Carnegie - monopolies and trusts - unions and strikes - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #2: How did the Gilded Age impact the population of the United States? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What were the living and working conditions like for immigrants? • Why was there resistance to new immigrants to the United States? • What changes were made to improve the living and working conditions of Americans? • What was the main goal of the women’s movement? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - immigration - Chinese Exclusion Act of 1882 - Urbanization - Women’s Suffrage Movement - Skills: multiple perspectives, historical thinking, primary source analysis, inquiry <p>Essential Question #3: How did the policies and actions of the U.S. government and American settlers have a lasting on Indigenous People in the west? (suggested pacing: 1 week)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What promises were made to the Native Americans by the U.S. government? Were they kept? • What was the purpose and effects of the Dawes Act?
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- How did Native Americans react to the efforts of the U.S. government to relocate them?

Key Topics and Skills:

- Reservations
- Dawes Act
- Chief Standing Bear trial
- Dakota War of 1862 and the Santee Mankato Execution
- Skills: multiple perspectives, historical thinking, primary source analysis, inquiry



<p>Standards and Indicators</p>	<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>
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U.S. History: 8th Grade



<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>industrialization urbanization trust monopoly antitrust laws immigration suffrage</p>	<p>Other Unit Specific Vocabulary</p> <p>Bessemer process John Rockefeller Andrew Carnegie Thomas Edison George Washington Carver Alexander Graham Bell "New Colossus" poem Chinese Exclusion Act nativism Dawes Act Santee Mankato Executions Chief Standing Bear Dr. Susan LaFlesche Picotte Women's Suffrage Movement</p>
<p>Common Assessments Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 8th Grade Office 365 Group.</i></p>	<p>Summative Assessments</p>



Course Standards Overview

Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:

https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Organization and Structure of Nebraska’s Social Studies Standards The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

SS.8.1.2.a
SS = content area
8 = grade level
1 = discipline
2 = standard
a = indicator



Scope and Sequence

	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
Social Studies	<p>Civics</p> <p>SS 5.1.1 Synthesize and justify the structure and function of the United States government. (6 indicators)</p> <p>SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p>SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.</p> <p>SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.</p> <p>SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p>SS 5.1.1.e Justify the principles of the American Republic.</p> <p>SS 5.1.1.f Analyze and contrast forms of government.</p> <p>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. (6 indicators)</p> <p>SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p> <p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.</p>	<p>Civics</p> <p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. (4 indicators)</p> <p>SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.</p> <p>SS 6.1.1.b Identify the development of written laws and artifacts.</p> <p>SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.1.d Investigate important government principles.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (2 indicators)</p> <p>SS 6.1.2.a Describe ways individuals participate in the political process.</p> <p>SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>Economics</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. (2 indicators)</p> <p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p> <p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.</p>	<p>Civics</p> <p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. (3 indicators)</p> <p>SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (3 indicators)</p> <p>SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p>Economics</p>	<p>Civics</p> <p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. (6 indicators)</p> <p>SS 8.1.1.a Identify and describe the different systems of government.</p> <p>SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.</p> <p>SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (5 indicators)</p> <p>SS 8.1.2.a Demonstrate ways individuals participate in the political process.</p> <p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p> <p>SS 8.1.2.c Demonstrate civic engagement.</p>



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p> <p>Economics</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living. (1 indicator)</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence. (1 indicator)</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>SS 5.2.5 Summarize characteristics of economic institutions in the United States. (3 indicators)</p> <p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p>	<p>SS 6.2.3 Explain the interdependence of producers and consumers. (2 indicators)</p> <p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>Geography</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. (2 indicators)</p> <p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p> <p>SS 6.3.4 Interpret and summarize patterns of culture around the world. (2 indicators)</p> <p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p>	<p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. (2 indicators)</p> <p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (3 indicators)</p> <p>SS 7.2.5.a Define the government’s role in various economic systems.</p> <p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator)</p> <p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>Geography</p>	<p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>Economics</p> <p>SS 8.2.2 Understand personal and business financial management. (2 indicators)</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. (3 indicators)</p> <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. (2 indicators)</p> <p>SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.</p>



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p> <p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. (2 indicators)</p> <p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States. (3 indicators)</p> <p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (2 indicators)</p> <p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p>	<p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>History</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 6.4.2.a Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p>	<p>SS 7.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. (2 indicators)</p> <p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. (2 indicators)</p> <p>SS 7.3.5.a Classify the physical or human factors that explain the</p>	<p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>Geography</p> <p>SS 8.3.2 Examine how regions form and change over time. (3 indicators)</p> <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions.</p> <p>SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>History</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. (2 indicators)</p> <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p>



U.S. History: 8th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p> <p>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted. (3 indicators)</p> <p>SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.</p> <p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (3 indicators)</p> <p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.</p> <p>SS 5.3.5 Use geographic skills to interpret issues and events. (2 indicators)</p> <p>SS 5.3.5.a Explain the influences of physical and human geographic</p>	<p>SS 6.4.4 Interpret and evaluate sources for historical context. (2 indicators)</p> <p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>geographic patterns of world events.</p> <p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>History</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p>	<p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about</p>



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>features on events in the United States.</p> <p>SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p>History</p> <p>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (1 indicator)</p> <p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (2 indicators)</p> <p>SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (1 indicator)</p> <p>SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p>		<p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 7.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>multiple historical sources.</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p>SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



U.S. History: 8th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.4.4 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			



Scope and Sequence

	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
Social Studies	History	Geography	Economics	History	Civics
	<p>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators)</p> <p>SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.</p> <p>SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.</p> <p>SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators)</p> <p>SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and</p>	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface. (2 indicators)</p> <p>SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.</p> <p>SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS HS.3.2.a Analyze physical and human processes that shape places and regions.</p> <p>SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their</p>	<p>SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators)</p> <p>SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p>SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.</p> <p>SS HS.2.2 Develop a plan to support short- and long-term goals. (4 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit. (2 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals. (3 indicators)</p> <p><i>*Personal Finance Course Standard</i></p>	<p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators)</p> <p>SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.</p> <p>SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.</p> <p>SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators)</p> <p>SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators)</p> <p>SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.</p> <p>SS HS.1.1.b Evaluate the structure of American constitutional government.</p> <p>SS HS.1.1.c Analyze the functions of United States government and its outcomes.</p> <p>SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p>SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p>SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.</p> <p>SS HS.1.1.g Analyze the roles that political parties have played in the United States.</p>



U.S. History: 8th Grade



	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
	<p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators) SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) Determine</p>	<p>surroundings. (2 indicators) SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (3 indicators) SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic</p>	<p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. (4 indicators) SS HS.2.5.a Summarize the role of competition, markets, and prices. SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis. SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service. SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. (3 indicators) SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. SS HS.2.6.b Calculate and describe the impact of economic indicators. SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</p>	<p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. (2 indicators) SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p>	<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (6 indicators) SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c Engage and reflect on participation in civic activities. SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p>



U.S. History: 8th Grade



9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
<p>the relationship between multiple causes and effects of events and developments in the past.</p> <p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) Communicate inquiry results within a historical context.</p>	<p>knowledge and geospatial skills to make informed decisions. (3 indicators)</p> <p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p>rule of law in a market economy. (1 indicator)</p> <p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (3 indicators)</p> <p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy. (2 indicators)</p> <p>SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p>SS HS.2.9.b Examine the impact of fiscal policy on budget</p>	<p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.</p> <p>SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p>SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p>SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p>	



U.S. History: 8th Grade



	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
			<p>deficits/surpluses and national debt.</p> <p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</p> <p>SS HS.2.10.a Explore comparative advantage among different countries.</p> <p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		



Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

Learning Goal:		
<p>Advanced Score 4.0</p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 	<p>Unit standards and indicators as outlined in the pacing guide:</p>
	<p>Proficient + Score 3.5</p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
<p>Proficient Score 3.0</p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations 	
	<p>Basic + Score 2.5</p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations



U.S. History: 8th Grade



<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 	
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. <p>Has difficulty retaining information and applying skills and strategies</p>	
<p>Failing Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
*Steps 1 and 2 are done at the beginning of the unit
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
*Steps 3-5 during the unit
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
*Step 6 end of the unit

TERM	LOCATION IN PACING GUIDE	DEFINITION
Declaration of Independence	Pre-Unit	Document that colonists sent to King George III stating they were breaking free
triangular trade		The shipping of goods from Britain to West Africa to be traded for slaves, the slaves were then shipped to the West Indies in exchange for rum, sugar and other goods
transatlantic		Crossing the Atlantic Ocean
colonies (noun) /colonial (adjective)		A country under partial control of another country
indigenous/native		Originating to the country or place
chattel		Possession to own something
monarchy		Form of government where one person is on control
tyranny		Cruel or oppressive government
mercantilism		Belief in the benefits of trading
tribal sovereignty		Rights of Indigenous People to govern themselves
unalienable rights		Rights one has that are granted at birth
primary source		Original records of historical periods or events made by people during an event; first person or eye-witness accounts
secondary source		Stories/accounts that were written from someone who did not witness the event
marginalized		Groups of people who are treated as inferior
inquiry		Looking for information
barter		To trade one good or service for another
	UNIT 1	



TERM	LOCATION IN PACING GUIDE	DEFINITION
Constitution		The document that governs the U.S.
limited government		The belief that the government does not have power
ratify (verb) /ratification (noun)		To adopt or sign a treaty or contract or constitution
Federalist		Someone who believes in strong national government
Anti-Federalist		Someone who felt the states should have more power in the government
Articles of Confederation		The original document that governed the United States
Bill of Rights		First ten amendments to the constitution that describes your basic rights
Great Compromise		The agreement that was reached between the large and small states to form the Legislative branch of government
3/5 Compromise		Every 3 out of every 5 slaves would count in the population for voting purposes
republic		A country/state where power is held by the people
amend (verb) /amendment (noun)		A change to the constitution
popular sovereignty		The idea that law-making ability belongs to the people-used to decide the issue of slavery in the US
federalism		System of government where the power is divided between states and a national government
Congress		The Senate and House of Representatives
Senate		A legislative body made up of 100 members
House of Representatives		A legislative body made up of 435 members
	UNIT 2	
federalism		System of government where the power is divided between states and a national government
separation of powers		Division of power among the 3 branches of government
checks and balances		System of government that allows the 3 branches of government to amend or veto the
branches of government		The legislative, judicial and executive parts of government
Legislative Branch		The branch of government that consists of Congress
Executive Branch		The branch of government that consists of the President



TERM	LOCATION IN PACING GUIDE	DEFINITION
Judicial Branch		The branch of government consisting of the Supreme Court/court system
representative democracy		A government that made up of representatives of the people
Congress		The Senate and House of Representatives
Senate		A legislative body made up of 100 members
House of Representatives		A legislative body made up of 435 members
Supreme Court		Head of the nation's court system. Interprets the constitution and settles arguments between states
President		Leader of the executive branch
Bill of Rights		The first 10 amendments to the Constitution that outline your basic rights
impeach		To charge an elected official with a crime
veto		To cancel
amend (verb) /amendment (noun)		A change to the constitution
	Unit 3	
manifest destiny		Belief held by many people during the 1800s that the U.S. has the right to expand from the Atlantic to Pacific
Louisiana Purchase		(1803) Purchase of French land between the Mississippi River and the Rocky Mountains that nearly doubled the size of the U.S.
Lewis and Clark Expedition		(1804-1806) Expedition to explore the Louisiana Purchase
impressment		British forcing American citizens to serve in the British army or navy
War of 1812		War fought between Great Britain and the United States from 1812 to 1815
Indian Removal Act		(1830) Legally removed Native Americans living east of the Mississippi River from their lands
assimilation		When one group adopts the culture of another
Trail of Tears (Cherokee)		(1838-1839) An 800-mile forced march of Cherokee Native Americans from their homelands to Oklahoma
annex		To take control of land and make it part of a city, state, or country
treaty		An agreement that binds two or more countries
cession		the act of giving up something (such as power, land, or rights) to another person, group, or country.
Mexican American War		War fought between Mexico and the United States from 1846 to 1848



TERM	LOCATION IN PACING GUIDE	DEFINITION
Mexican Cession		(1848) Land that Mexico gave to the U.S. after the Mexican American War (CA, NV, UT, AZ, NM, CO, TX, WY)
	Unit 4	
Oregon Trail		A 2,000-mile trail across the Great Plains from western Missouri to Oregon Country
Mormon Trail		Route by which Mormons traveled west to Utah (through Omaha)
49ers		(1849) Gold seekers (prospectors) who moved to California during the Gold Rush
push factors		Situations that forced emigrants to leave an area
pull factors		Opportunities that encouraged immigrants to move into an area
Transcontinental Railroad		(1869) Railroad that crossed the continent
Homestead Act		(1862) Law passed to give government owned land to small farmers
Exodusters		African Americans who fled the South to settle in the Great Plains
	Unit 5	
popular sovereignty		The idea that law-making ability belongs to the people-used to decide the issue of slavery in states
compromise		A give and take agreement between two groups or people
Missouri Compromise		(1820) Allowed Missouri to enter the Union as a slave state and Maine to enter as a free state. Also outlawed slavery in new states North of the 36°30' line.
Compromise of 1850		(1850) Allowed California to enter as free state. Established the law of popular sovereignty in Mexican cession. Settled land disputes in Texas. Abolished slave trade in capital. Produced new Fugitive Slave Act.
Fugitive Slave Act		(1850) A law that made helping runaway slaves a crime. Captured slaves must be returned to the South.
Dred Scott decision		(1857) U.S. Supreme Court ruling that declared that African Americans were not citizens and the Missouri Compromise was unconstitutional. Congress did not have the right to ban slavery in any federal territory.
Kansas-Nebraska Act		(1854) Law that allowed popular sovereignty in Kansas and Nebraska Territories in the issue of slavery
secession		Act of formally withdrawing from an organization such as a country
abolish/abolition		To do away with or get rid of; a person who is in favor of abolishing slavery
plantation		Large farms that usually specialize in growing one kind of crop
sectionalism		One region is more important than the country as a whole



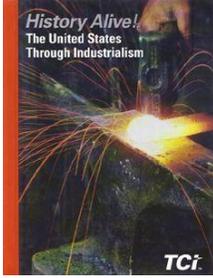
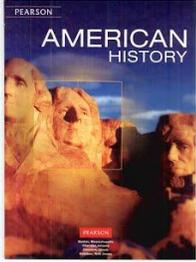
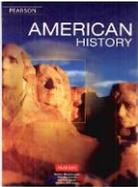
TERM	LOCATION IN PACING GUIDE	DEFINITION
cotton gin		Invented by Eli Whitney to separate fibers of cotton from the seeds. Created a bigger demand for cotton as it revolutionized the industry.
	Unit 6	
Confederacy		From the South
Union		From the North
secession		Act of formally withdrawing from an organization such as a country
Gettysburg Address		(1864) The speech given by Abraham Lincoln in which he praised Union soldiers and renewed his commitment to win the Civil War
Fort Sumter		(April 12, 1861) The Confederacy attacks Ft. Sumter, S.C. to start the Civil War
Jefferson Davis		President of the Confederate States of America
Ulysses S Grant		Led the Union to victory in the Civil War and accepted Lee's surrender
Robert E Lee		Leading general of the Confederacy
civil war		War between people of the same state, region, or country
Civil War		four-year war (1861–65) between the United States and 11 Southern states that seceded from the Union and formed the Confederate States of America.
Emancipation Proclamation		(1863) Order issued by Lincoln freeing the slaves in Southern states
total war		Type of war where the army destroys the opponents' economic, military, and civilian resources
Appomattox Court House		(April 9, 1865) Virginia town where Lee was forced to surrender and end the Civil War
National Banking Act of 1863		(1863) Law that established a national bank and a national currency. This law stabilized the banking system during the Civil War.
Clara Barton		Volunteer nurse during the Civil War. Eventually formed the basis for the Red Cross.
13th Amendment		(1865) Outlawed slavery within the U.S.
54 th Massachusetts Regiment		African American Civil War regiment
	Unit 7	
Reconstruction		(1865-1877) The reuniting of the nation after the Civil War and rebuilding the Southern states
13 th Amendment		(1865) Outlawed slavery within the U.S.
14 th Amendment		(1866) Gave full right of citizenship to all people born in the United States except Native Americans



TERM	LOCATION IN PACING GUIDE	DEFINITION
15 th Amendment		(1870) Gave African American men the right to vote
Freedmen’s Bureau		Agency that helped poor people, often former slaves, in the South
Andrew Johnson		Lincoln’s Vice President and impeached over the Reconstruction issues
Black Codes		Laws passed in the Southern states that greatly limited the freedoms of African Americans. Led to segregation law
Radical Republicans		Members of Congress who wanted great change in the South before they could rejoin the Union
Ku Klux Klan		Secret society that used terror and violence against African Americans
segregation		Forced separation of people of different races in public places
Jim Crow Laws		Laws that enforced segregation in the Southern States
Plessy v Ferguson		Supreme Court case that established “separate but equal” facilities
	Unit 8	
industrialization		Period of rapid growth in the use of machines, manufacturing, and production
urbanization		Growth of cities
trust		Several companies controlled by one group to eliminate competition
monopoly		Control of an entire business by one person or group
antitrust laws		laws and regulations that are designed to protect trade and commerce from unfair business practices that limit competition, or control prices.
immigration		The movement of people from one nation into another
suffrage		Right to vote. The Women’s Suffrage movement rose to a height the early 1900s.



District Adopted Resources

Student Textbook	
<p>American History 2016 Beg-1914 Custom Edition- Print Student Edition</p> <p>HA! US Through Industrialism © 2011: TB-9312-8</p>	 
Teacher Manuals	
<p>HA! The US Through Industrialism © 2011: Teacher Subscription 9398-08 – www.teachtci.com</p> <p>American History 2016 Survey Edition-Teacher's Edition 9780133307139</p>	
Materials	
Online Resources	
<p>Online Resources from Publisher: Pearson Online Textbook available via Clever TCI: www.teachtci.com</p>	
Supplemental Resources	

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001^[SEP]

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.