

UNIT 1 (5 Themes of Geography, Review 5th Grade Curriculum)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
Presidents Constitution Day 5 Themes of Geography Why Study History?	<p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the World showing the major regions (North and South America, Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p>7 – G1.3.1 Use the fundamental themes of geography to describe regions or places on earth.</p> <ul style="list-style-type: none"> • location • place • human environment interaction • movement <ul style="list-style-type: none"> ○ 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (internet home offices, international work teams, international companies) • region <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past</p> <ul style="list-style-type: none"> • Artifacts • Primary and secondary sources <ul style="list-style-type: none"> ○ narratives, technology, historical maps, visual/ mathematical quantitative data radiocarbon dating, DNA analysis 	US Presidents US Capitol Cities US Physical and Human Geography Location Place Regions HEI Movement Constitution Day Jeopardy	Assessments may include but are not limited to: 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	4 Days

UNIT 1 (5 Themes of Geography, Review 5th Grade Curriculum)

<p>Review Chapters 2-4</p> <p>Pre-European North America</p> <p>Colonial Times</p> <p>French & Indian War Chapter 4-4</p>	<p>USHG ERA 1 – Beginnings to 1620 (Grade 5)</p> <p>1.1 American Indian Life in the Americas 1.2 European Exploration and Conquest 1.3 Three World Interactions</p> <p>USHG ERA 2 - Colonization and Settlement (1585-1763) (Grade 5)</p> <p>2.1 Struggle for Control of North America 2.2 Slave Trade and Origins of Black America 2.3 Life in Colonial America</p>	<p>Review Modules</p> <p>Native American Tribes 13 Colonies Jamestown Columbian Exchange Slave Trade French and Indian War</p>		<p>1 Week</p>
---	--	---	--	---------------

UNIT 1 (5 Themes of Geography, Review 5th Grade Curriculum)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 2 (Road to Independence/American Revolution)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
Chapter 5 Road to Independence	<p>F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> • colonial ideas about government <ul style="list-style-type: none"> • limited government • republicanism • protecting individual rights and promoting the common good • representative government • natural rights • changing interactions with the royal government of Great Britain after the French and Indian War <p>F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> • colonists' views of government • Their reasons for separating from Great Britain 	Proclamation of 1763 Stamp Act Abigail Adams Declaratory Act Lexington and Concord Suffolk Resolves Loyalists Patriots <i>"Common Sense"</i> Thomas Paine Boston Massacre Boston Tea Party Continental Congress Taxation without Representation Declaration of Independence	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer <ol style="list-style-type: none"> 9. Study Island 	2 Weeks

UNIT 2 (Road to Independence/American Revolution)

<p>Chapter 6</p> <p>American Revolution</p>	<p>F1.3 Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • birth of an independent republican government • creation of Articles of Confederation • changing views on freedom and equality • concerns over distribution of power within governments, between government and the governed, and among people 	<p>Loyalist Patriot Valley Forge Battle of Saratoga Yorktown Marquis de Lafayette George Washington Friedrich von Steuben guerrilla warfare privateers Lemuel Hayes Margaret Corbin Hessians Nathaniel Hale</p> <p>Women and African Americans in the Revolutionary War</p> <p>The Patriots' advantages The Patriots' disadvantages</p> <p>Treaty of Paris in 1783</p>		<p>2 Weeks</p>
---	--	--	--	----------------

UNIT 2 (Road to Independence/American Revolution)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 3 (Constitution, Civics in Action, Core Democratic Values)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
<p>Chapter 7</p> <p>A More Perfect Union</p>	<p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation</p> <ul style="list-style-type: none"> • why its drafters created a weak central government • challenges the nation faced under the Articles • Shays’ Rebellion • disputes over western lands <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including</p> <ul style="list-style-type: none"> • the distribution of political power • conduct of foreign affairs • rights of individuals, rights of states • election of the executive • slavery as a regional and federal issue <p>8 – U3.3.4 Explain how the new constitution resolved the major issues including</p> <ul style="list-style-type: none"> • sharing, separating, and checking of power among federal government institutions • dual sovereignty (state-federal power) • rights of individuals • the Electoral College • the Three-Fifths Compromise • the Great Compromise <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p> <p>8 – U3.3.7 Using important documents to describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government</p> <ul style="list-style-type: none"> • Mayflower Compact • Iroquois Confederacy • Common Sense • Declaration of Independence • Northwest Ordinance • Federalist Papers <p>8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery</p> <ul style="list-style-type: none"> • the establishment of Michigan as a free state 	<p>Roger Sherman Northwest Ordinance Republic Articles of Confederation</p> <p>Constitutional Convention Federal System Checks and Balances Enlightenment Era Federalist Papers Federalists Anti-Federalists Slave trade Shay’s Rebellion Edmund Randolph Legislative Branch Executive Branch Judicial Branch Great Compromise Three-Fifths Compromise</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer 9. Study Island 	<p>2 Weeks</p>

UNIT 3 (Constitution, Civics in Action, Core Democratic Values)

Civics in Action	8 – U3.3.6 Explain how the Bill of Rights reflected the concept of <ul style="list-style-type: none">• limited government• protections of basic freedoms• the fear of many Americans of a strong central government)	Three Branches Role Checks and Balances Enumerated Powers Reserved Powers Amendments Implied Powers Judicial Review Federal System Preamble Bill of Rights Lawmaking Process		2 Weeks
------------------	--	--	--	---------

UNIT 3 (Constitution, Civics in Action, Core Democratic Values)

<p>Core Democratic Values</p>	<p>P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. •Identify and apply core democratic values or constitutional principles.</p>	<p>Life Liberty Pursuit of Happiness Common Good Justice Diversity Equality Truth Popular Sovereignty Patriotism Rule of Law Separation of Powers Representative Government Checks and Balances Individual Rights Freedom of Religion Federalism Civilian Control of the Military</p>		<p>1 Week</p>
-------------------------------	--	--	--	---------------

UNIT 3 (Constitution, Civics in Action, Core Democratic Values)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 4 (New Nation, Jefferson Era, Growth and Expansion)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
<p>Chapter 8: A New Nation</p>	<p>8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice</p> <p>8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</p> <ul style="list-style-type: none"> • relative power of the national government <ul style="list-style-type: none"> ○ Whiskey Rebellion ○ Alien and Sedition Acts • foreign relations <ul style="list-style-type: none"> ○ French Revolution ○ relations with Great Britain • economic policy <ul style="list-style-type: none"> ○ the creation of a national bank ○ assumption of revolutionary debt <p>8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing</p> <ul style="list-style-type: none"> • treaties with American Indian nations • Jay’s Treaty (1795) • French Revolution • Pinckney’s Treaty (1795) 	<p>Judiciary Act of 1789 Role of the State Dept. Role of the Treasury Dept.</p> <p>Role of the War Dept. Treaty of Greenville Beliefs of Democratic-Republicans Sedition Act Alien Act Virginia and Kentucky Resolutions</p> <p>Bill of Rights National Deb George Washington’s Farewell Address</p> <p>Beliefs of Federalists First Amendment Alexander Hamilton National Bank First Political Parties Whiskey Rebellion</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p> <ol style="list-style-type: none"> 9. Study Island 	<p>2 weeks</p>

UNIT 4 (New Nation, Jefferson Era, Growth and Expansion)

<p>Chapter 9: Jefferson Era</p>	<p>8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing</p> <ul style="list-style-type: none"> • treaties with American Indian nations • Louisiana Purchase • War of 1812 • Transcontinental Treaty (1819) • The Monroe Doctrine <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through</p> <ul style="list-style-type: none"> • judicial review as manifested in <ul style="list-style-type: none"> ○ Marbury v. Madison (1803) • the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government <ul style="list-style-type: none"> ○ McCullouch v. Maryland ○ Dartmouth College v. Woodward ○ Gibbons v. Ogden 	<p>Treaty of Ghent Louisiana Purchase Embargo Act War Hawks Election of 1800</p> <p>Aaron Burr and Alexander Hamilton Duel</p> <p>Tecumseh Star Spangled Banner 12th Amendment Lewis and Clark expedition</p> <p>Battle of New Orleans Impressment Neutral Rights Toussaint Louverture Political Parties Judicial Review Marbury v. Madison War of 1812</p>		<p>2 weeks</p>
---	---	--	--	----------------

UNIT 4 (New Nation, Jefferson Era, Growth and Expansion)

<p>Chapter 10: Growth and Expansion</p>	<p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to</p> <ul style="list-style-type: none"> • geography and climate • the development of agriculture • including changes in productivity, technology, supply and demand, and price • industry <ul style="list-style-type: none"> ○ including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation <ul style="list-style-type: none"> ○ steamboats and canal barges • impact on economic markets and prices • immigration and the growth of nativism • race relations • class relations <p>8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing</p> <ul style="list-style-type: none"> • The Monroe Doctrine <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through</p> <ul style="list-style-type: none"> • the Louisiana Purchase <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through</p> <ul style="list-style-type: none"> • the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government <ul style="list-style-type: none"> ○ McCullouch v. Maryland ○ Dartmouth College v. Woodward ○ Gibbons v. Ogden <p>8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states</p> <ul style="list-style-type: none"> • Sectionalism • Nationalism • Federalism • state rights <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Missouri Compromise (1820) 	<p>Industrial Revolution Cotton Gin Free enterprise Adams-Onis Treaty John C. Calhoun Technology Factory system Population of the US (1820)</p> <p>Henry Clay Monroe Doctrine Lowell, Massachusetts Transportation improvements</p> <p>Missouri Compromise Andrew Jackson John Quincy Adams Patent Tariff of 1816 Sectionalism</p> <p>Marshall Supreme Court Decisions</p>		<p>2 Weeks</p>
---	---	--	--	----------------

UNIT 4 (New Nation, Jefferson Era, Growth and Expansion)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 5 (Jackson Era, Manifest Destiny)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
Chapter 11: The Jackson Era	<p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through</p> <ul style="list-style-type: none"> • the removal of American Indians (Trail of Tears) from their native lands • the growth of a system of commercial agriculture • the idea of Manifest Destiny <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on</p> <ul style="list-style-type: none"> • American Indians • the institution of slavery • the relations between free and slaveholding state <p>8 – U4.1.3 Challenge of Political Conflict –</p> <ul style="list-style-type: none"> • economic policy <ul style="list-style-type: none"> ○ the creation of a national bank 	<p>1828 Election Landslide Relocation Martin Van Buren Cherokee Nation Election of 1824 Andrew Jackson Secede Indian Removal Act Trail of Tears Van Buren’s policy of Laissez-Faire</p> <p>Spoils system Chief Osceola Bank War Mudslinging Worcester v. Georgia Chief Black Hawk Indian Territory Panic of 1837 Whigs Election of 1840</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p> <ol style="list-style-type: none"> 9. Study Island 	2 weeks

UNIT 5 (Jackson Era, Manifest Destiny)

<p>Chapter 12: Manifest Destiny</p>	<p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through</p> <ul style="list-style-type: none"> • the removal of American Indians (Trail of Tears) from their native lands • the growth of a system of commercial agriculture • the idea of Manifest Destiny <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on</p> <ul style="list-style-type: none"> • American Indians • the institution of slavery • the relations between free and slaveholding state 	<p>Boomtown Rancheros Californios Kit Carson Antonio Lopez de Santa Anna</p> <p>Joint Occupation Mountain man Davy Crockett The Alamo Vigilantes Deseret Oregon Country Rendezvous Manifest Destiny Gold Rush Brigham Young</p> <p>Texas Declaration of Independence</p> <p>Utah territory</p> <p>Mexican American War</p> <p>Causes and Effects of Westward Movement</p>		<p>2 weeks</p>
---	--	---	--	----------------

UNIT 5 (Jackson Era, Manifest Destiny)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 6 (North/South, Reform Movements, Road to the Civil War)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
Chapter 13: North and South	<p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to</p> <ul style="list-style-type: none"> • geography and climate • the development of agriculture • including changes in productivity, technology, supply and demand, and price • industry <ul style="list-style-type: none"> ○ including entrepreneurial development of new industries, such as textiles • the labor force including labor incentives and changes in labor forces • transportation including changes in transportation <ul style="list-style-type: none"> ○ steamboats and canal barges • impact on economic markets and prices • immigration and the growth of nativism • race relations • class relations <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on</p> <ul style="list-style-type: none"> • the institution of slavery • the relations between free and slaveholding state 	<p>Telegraph Morse Code North’s Economy Industrialization Trade Union Strike Prejudice Discrimination Nativist Famine German/Irish immigration North’s People</p> <p>Southern Economy Cotton Gin Capital Southern People Yeoman Tenant Farmer Fixed Costs Credit Overseer Slave codes</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p> <ol style="list-style-type: none"> 9. Study Island 	2 weeks

UNIT 6 (North/South, Reform Movements, Road to the Civil War)

<p>Chapter 14: Age of Reform</p>	<p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders</p> <ul style="list-style-type: none"> • John Brown and the armed resistance • Harriet Tubman and the Underground Railroad • Sojourner Truth • William Lloyd Garrison • Frederick Douglass • The response of southerners and northerners to the abolitionist movement. <p>8 – U4.3.3 Analyze the antebellum women’s rights (& suffrage) movement by</p> <ul style="list-style-type: none"> • Discussing the goals of its leaders Susan B. Anthony and Elizabeth Cady Stanton • comparing the Seneca Falls Resolution with the Declaration of Independence <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements</p> <p>8 – U5.1.5 Describe the resistance of enslaved people</p> <ul style="list-style-type: none"> • Nat Turner • Harriet Tubman and the Underground Railroad • John Brown • Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War 	<p>Horace Mann Compulsory Education Thomas Gallaudet Transcendentalists William Lloyd Garrison Seneca Falls Convention Women’s Suffrage Second Great Awakening Temperance Fredrick Douglass Sojourner Truth Underground Railroad Harriet Tubman Harriet Beecher Stowe Susan B. Anthony Dorothea Dix Elizabeth Cady Stanton Abolitionists</p> <p>Results of mid-19th century reforms</p>	<p>2 weeks</p>
---	--	--	----------------

UNIT 6 (North/South, Reform Movements, Road to the Civil War)

<p>Chapter 15: Road to Civil War</p>	<p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders</p> <ul style="list-style-type: none"> • John Brown and the armed resistance <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery with the lives of free whites and enslaved peoples.</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system <ul style="list-style-type: none"> ○ the death of the Whig party ○ rise of the Republican party ○ division of the Democratic party <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the following help explain the Civil War</p> <ul style="list-style-type: none"> • the distribution of political power • rights of individuals (liberty and property) • rights of states • election of the executive • slavery <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.</p>	<p>Popular Sovereignty Illinois Senate Race of 1858</p> <p>Lincoln-Douglas debate States' Rights Missouri Compromise Wilmot Proviso Compromise of 1850 Fugitive Slave Act Kansas Nebraska Act Stephen Douglas "Bleeding Kansas" Dred Scott Case John Brown Raid at Harper's Ferry Election of 1860 Confederacy Fort Sumter</p> <p>Could Compromise have continued to prevent War?</p>		<p style="text-align: center;">2 Weeks</p>
--	---	---	--	--

UNIT 6 (North/South, Reform Movements, Road to the Civil War)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 7 (The Civil War and Reconstruction)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
<p>Chapter 16: The Civil War</p>	<p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (<p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to</p> <ul style="list-style-type: none"> • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence <p>8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> <p>8 – U5.2.5 Construct generalizations about how the war affected</p> <ul style="list-style-type: none"> • combatants • civilians • the role of women • the physical environment • the future of warfare <ul style="list-style-type: none"> ○ including technological developments 	<p>Blockade David Farragut 54th Massachusetts P.G.T. Beauregard Appomattox Court House Richmond Antietam Sherman’s March to the Sea Matthew Brady Women’s role Habeas Corpus Union Capital City Monitor v. Merrimack Stonewall Jackson Jefferson Davis Gettysburg West Virginia Goals of Union Goals of Confederacy First Battle of Bull Run Shiloh Emancipation Proclamation Vicksburg Clara Barton New York City draft riots Border States Ulysses S. Grant Abraham Lincoln The strengths of the North and South</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer 9. Study Island 	<p>4 weeks</p>

UNIT 7 (The Civil War and Reconstruction)

<p>Chapter 17: Reconstruction</p>	<p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of</p> <ul style="list-style-type: none"> • President Abraham Lincoln • President Andrew Johnson • Republicans • African Americans <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> • policies of the Freedmen’s Bureau • restrictions placed on the rights and opportunities of freedmen <ul style="list-style-type: none"> ○ including racial segregation ○ Black Codes <p>8 – U5.3.3 Describe the new role of</p> <ul style="list-style-type: none"> • African Americans in local, state and federal government in the years after the Civil War • the resistance of Southern whites to this change, including the Ku Klux Klan <p>8 – U5.3.4 Analyze the intent and the effect to the Constitution of the</p> <ul style="list-style-type: none"> • Thirteenth, Fourteenth, and Fifteenth Amendments <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>	<p>Ten Percent Plan Radical Republicans Wade Davis Bill Andrew Johnson Restoration KKK Amnesty Black Codes Poll Tax Literacy Tests Grandfather Clause Freedmen Impeach Freedmen’s Bureau Segregation Plessy v. Ferguson Lynching 13th Amendment 14th Amendment 15th Amendment Hiram Revels Blanche K. Bruce Amnesty Act Election of 1876 Compromise of 1877 Jim Crow Laws W.E.B. Dubois</p>		<p>1 weeks</p>
---------------------------------------	---	--	--	----------------

UNIT 7 (The Civil War and Reconstruction)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames

UNIT 8 (History and Public Policy Issue Project)

Unit/ Chapters	GLCE	Terms, Events, & People	Assessments	Pacing
Investigation Topics, Public Policy, and Discourse Project	<p>8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present –Use historical perspectives to analyze issues in the United States from the past and the present;</p> <ul style="list-style-type: none"> • conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings <ul style="list-style-type: none"> ○ oral ○ Visual ○ Video ○ electronic presentation ○ persuasive essay ○ research paper • include causes and consequences of the historical action and predict possible consequences of the contemporary action <p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>8 – P4.2.3 Participate in projects to help or inform others</p>	<p>Balance of Power – How has the nation addressed tensions between state and federal governmental power</p> <ul style="list-style-type: none"> • Articles of Confederation • U.S. Constitution • states’ rights • Secession • Current Issues <p>Liberty vs. Security – How has the nation balanced liberty interests with security interests?</p> <ul style="list-style-type: none"> • Alien and Sedition Acts • suspension of habeas corpus during the CW • Current Issues <ul style="list-style-type: none"> ○ Patriot Act <p>The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change?</p> <ul style="list-style-type: none"> • Abolitionist movement • women’s movement • Reconstruction policies • Social Issues today <p>Movement of People – How has the nation addressed the movement of people into and within the United States?</p> <ul style="list-style-type: none"> • American Indians • Immigrants • Current Issues 	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Project (s) (Individual/Group) 4. Notes 5. 3 Ring Binder Assignment Check 6. Participation 	3 weeks

UNIT 8 (History and Public Policy Issue Project)

CCSS Grades 6-8:

- Reading Standards for History/Social Studies

- Key Ideas and Details

1. Cite specific **textual evidence** to support analysis of primary and secondary sources.
3. Identify key steps in a text's description of a process related to history/social studies
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for History/Social Studies

- Text Types and Purposes

1. Write arguments focused on discipline-specific content. (a. b. c. d. e.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. b. c. d. e. f.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Research to Build and Present Knowledge

8. **Gather** relevant **information** from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames