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Month	IB Unit/Topic	Assessments and	CCR and	ATL Skills	Curriculum Standards and IB Criterion and
		Activities	ccw		Strands
September	8.1 Rebels:	Unit 8.1	CCSS.ELA-	In order for students to	8.1 Rebels
	Introduction	Activities:	LITERACY.R	organize complex	Standards: GLCES
	and	Reading	H.6-8.1	information students	
	Enlightenment/	Video segments	Cite specific	will have to take notes.	8– U3.3.7 Using important documents,
	Social Contact	Online research	textual	(Self-	describe the historical and philosophical
			evidence to	management/Organizati	origins of constitutional government in the
		Formative:	support	on)	United States using the ideas of social
		<ul> <li>Group discussions</li> </ul>	analysis of	In order for students to	compact, limited government, natural
		•Small group work	primary and	meet deadlines students	rights, right of revolution, separation of
		<ul><li>Interpret maps,</li></ul>	secondary	will have to keep track	powers, bicameralism, republicanism, and
		graphs, photographs,	sources.	of assignments in a	popular participation in government. (C2)
		charts		planner or notebook.	
		Create graphic		(Self-	IB Criterion and Strands
		organizers	CCSS.ELA-	management/Organizati	A. Knowing and understanding
		<ul> <li>Vocabulary quizzes</li> </ul>	LITERACY.R	on)	i. use terminology in context
		•Exit tickets	H.6-8.2	In order for students to	ii. demonstrate knowledge and
		•Reflection writings	Determine	identify trends and	understanding of subject-specific content
		Warm ups	the central	forecast possibilities	and concepts
		<ul><li>Drawings</li></ul>	ideas or	students will have to	
			information	think critically.	D. Thinking critically
		Recite a portion of	of a primary	(Thinking/critical	i. discuss concepts, issues, models, visual
		the Declaration of	or	thinking)	representation and theories
		Independence;	secondary	In order for a student to	ii. synthesize information to make valid
			source;	gather information and	arguments
		-Test on <b>14 terms to</b>	provide an	interpret new	iii. analyse and evaluate a range of
		know all year.	accurate	vocabulary a student	sources/data in terms of origin and
			summary of	will have to read	purpose, examining values and limitations
		Summative:	the source	critically and for	iv. interpret different perspectives and
		Create a piece of	distinct	comprehension.	their implications.
		propaganda which is	from prior	(Communication/Comm	

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		anti-monarch and	knowledge	unication)	
		pro natural rights.	or opinions.		
			CCSS.ELA-		
			LITERACY.R		
			H.6-8.4		
			Determine		
			the meaning		
			of words		
			and phrases		
			as they are		
			used in a		
			text,		
			including		
			vocabulary		
			specific to		
			domains		
			related to		
			history/soci		
	15.11.1./=		al studies.		
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
October	Unit 8.1:	Unit 8.1	CCSS.ELA-		Standards: USHG Era 3.2 The American
	Rebels-The	Activities:	LITERACY.R		Revolution and Its Consequences
	American	Reading	H.6-8.5		F1.3 Describe the consequences of the
	Revolution	Video segments	Describe		American Revolution by analyzing the
		Online research	how a text		birth of an independent republican
			presents		government (C2)
	Modified	Formative:	information		• creation of Articles of Confederation (C2)
	Interdisciplinary	Formative:	(e.g.,		changing views on freedom and equality
	Unit Planner for	<ul> <li>Group discussions</li> </ul>	sequentially		(C2)
	Two Disciplines	•Small group work	,		and concerns over distribution of power

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•Interpret maps,	comparative	within governments, between government
graphs, photographs,	ly, causally).	and the governed, and among people (C2)
charts		
<ul> <li>Create graphic</li> </ul>		Modified Interdisciplinary Unit Planner for
organizers	CCSS.ELA-	Two Disciplines
<ul> <li>Vocabulary quizzes</li> </ul>	LITERACY.R	
<ul><li>Exit tickets</li></ul>	H.6-8.7	8 – U6.2.1 United States History
<ul> <li>Reflection writings</li> </ul>	Integrate	Investigation Topic and Issue Analysis, Past
•Warm ups	visual	and Present – Use historical perspectives
<ul><li>Drawings</li></ul>	information	to analyze issues in the United States from
	(e.g., in	the past and the present; conduct research
	charts,	on a historical issue or topic, identify a
Write a Declaration	graphs,	connection to a contemporary issue, and
of Independence	photograph	present findings (e.g., oral, visual, video, or
from someone or	s, videos, or	electronic presentation, persuasive essay,
something stating	maps) with	or research paper); include causes and
how you want to be	other	consequences of the historical action and
treated, how you	information	predict possible consequences of the
have been	in print and	contemporary action.
mistreated, and	digital texts.	
declaring		IB Criterion and Strands
independence from	CCSS.ELA-	A. Knowing and understanding
that person or thing.	LITERACY.R	ii. demonstrate knowledge and
	H.6-8.6	understanding of subject-specific content
	Identify	and concepts through descriptions,
Summative: Create	aspects of a	explanations and example
an action figure	text that	
relating to an	reveal an	B. Investigating
individual who	author's	ii. formulate and follow an action plan to
helped their side of a	point of	investigate a research question
conflict by providing	view or	
a service which	purpose	C. Communication
allowed their side to	(e.g., loaded	i. communicate information and ideas

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		sustain their ability	language,	using an appropriate style for the audience
		to fight.	inclusion or	and purpose
		to right.	avoidance	and purpose
			of particular	D. Thinking Critically:
			facts).	iv. interpret different perspectives and
			iacts).	their implications.
				their implications.
			CCSS.ELA-	
			LITERACY.R	
			H.6-8.8	
			Distinguish	
			among fact,	
			opinion, and	
			reasoned	
			judgment in	
			a text.	
Month	IB Unit/Topic	Assessments and	CCR and	Curriculum Standards and IB Criterion and
WOITE	ib offit, ropic	Activities	CCW	Strands
November	Unit 8.1:	Unit 8.1	CCVV	Standards:
November	Rebels-The Civil	Activities:		
	War			8 – U5.2.2 Make an argument to explain
	VVdf	Reading		the reasons why the North won the Civil
		Video segments		War by considering the • critical events
		Online research		and battles in the war • the political and
		Formative:		military leadership of the North and South • the respective advantages and
				I • THE RECHERTIVE SHIVENTEGES AND
				•
		•Group discussions		disadvantages, including geographic,
		•Group discussions •Small group work		disadvantages, including geographic, demographic, economic and technological
		<ul><li>Group discussions</li><li>Small group work</li><li>Interpret maps,</li></ul>		disadvantages, including geographic, demographic, economic and technological 8 – U5.2.3 Examine Abraham Lincoln's
		<ul><li>Group discussions</li><li>Small group work</li><li>Interpret maps, graphs, photographs,</li></ul>		disadvantages, including geographic, demographic, economic and technological 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to • his military
		•Group discussions •Small group work •Interpret maps, graphs, photographs, charts		disadvantages, including geographic, demographic, economic and technological 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of
		<ul> <li>Group discussions</li> <li>Small group work</li> <li>Interpret maps, graphs, photographs, charts</li> <li>Create graphic</li> </ul>		disadvantages, including geographic, demographic, economic and technological 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the
		•Group discussions •Small group work •Interpret maps, graphs, photographs, charts		disadvantages, including geographic, demographic, economic and technological 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of

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. m. day to the	So alcoling the Cathoda or Address of the
•Exit tickets	including the Gettysburg Address and its
•Reflection writings	relationship to the Declaration of
•Warm ups	Independence (C2)
• Drawings	8 – U5.2.4 Describe the role of African
Summative:	Americans in the war, including black
Create a graphic	soldiers and regiments, and the increased
organizer showing	resistance of enslaved peoples.
the goals of the	8 – U5.2.5 Construct generalizations about
North and the South	how the war affected combatants, civilians
in the Civil War and	(including the role of women), the physical
explaining what	environment, and the future of warfare,
those sides had in	including technological developments.
common with the	
Patriots and the	IB Criterion and Strands
Loyalists in the	
American Revolution.	D. Thinking critically
	i. discuss concepts, issues,
	ii. synthesize information to make valid
	arguments
	iii. analyse and evaluate a range of
	sources/data in terms of origin and
	purpose, examining values and limitations
	iv. interpret different perspectives and
	their implications.
	their implications.
	C. Communicating
	i. communicate information and ideas
	using an appropriate style for the audience
	and purpose
	ii. structure information and ideas in a way
	that is appropriate to the specified format
	iii. document sources of information using
	a recognized convention.

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Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
Month  December	Unit 8.2: Self Government -Federalism -Separation of Powers	Activities  Unit 8.2 Activities: Reading Video segments Online research  Formative: Formative: • Group discussions • Small group work • Interpret maps, graphs, photographs, charts • Create graphic organizers • Vocabulary quizzes • Exit tickets • Reflection writings • Warm ups • Drawings	CCSS.ELA-LITERACY.R H.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/soci al studies.  CCSS.ELA- LITERACY.R	8.2: Self Government  take notes. (Self-management/Organization)  keep track of assignments in a planner or notebook. (Self-management/Organization)  read critically and for comprehension. (Communication/Communication)  demonstrate persistence and perseverance. (Self-management/Affective)	Strands  8.2: Self Government  Standards: F.1.1, F.1.3, 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.  8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2)  8– U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political
		Summative: Knowledge of Government test on the material.	H.6-8.9 Analyze the relationship between a primary and		power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
			secondary source on the same topic.		8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual

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				sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Curriculum Standards and IB Criterion and Strands
January	Unit 8.2: Self-Government -Checks and Balances -Amendments -Government vocabulary	Unit 8.2 Activities: Reading Video segments Online research  Formative: Formative: • Group discussions • Small group work • Interpret maps, graphs, photographs, charts • Create graphic organizers • Vocabulary quizzes • Exit tickets • Reflection writings • Warm ups • Drawings  Summative: Knowledge of Government test on the material.	CCSS.ELA- LITERACY.R H.6-8.3 Identify key steps in a text's description of a process related to history/soci al studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  CCSS.ELA- LITERACY.R H.6-8.7 Integrate visual information	Standards:  8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)  IB Criterion and Strands

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			charts, graphs, photograph s, videos, or maps) with other information in print and	
	10.11.21/7	A	digital texts.	
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Curriculum Standards and IB Criterion and Strands
February	Unit 8.2: Self-Government -Washington sets precedents -Political parties take shape and transform -Washington sets precedents -Adams and Jefferson: Political parties take shape -Jackson: More power to the people -Nullification Crisis	Unit 8.2 Activities: Reading Video segments Online research  Formative: Formative: •Group discussions •Small group work •Interpret maps, graphs, photographs, charts •Create graphic organizers •Vocabulary quizzes •Exit tickets •Reflection writings •Warm ups •Drawings	CCSS.ELA- LITERACY.R H.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Standards:  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.  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. (C4)  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
		Summative:		dangers of political division, by analyzing disagreements over • relative power of the

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		Exams (to be replaced in the short term with a summative project).		national government and of the executive branch • foreign relations • economic policy  8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government  IB Criterion and Strands
Month	IB Unit/Topic	Assessments and Activities	CCR and	Curriculum Standards and IB Criterion and
March	Unit 8.2: Self-	Unit 8.2	CCW	Standards:
IVIAICII	Government: -	Activities:		Standards.
	Expansion west	Reading		8 – U5.1.3 Describe the competing views of
	and the spread	Video segments		Calhoun, Webster, and Clay on the nature
	of slavery.	Online research		of the union among the states (e.g.,
	-Reconstruction	Omme research		sectionalism, nationalism, federalism, state
	Reconstruction	Formative:		rights). (C3)
		Formative:		8 – U5.1.4 Describe how the following
		•Group discussions		increased sectional tensions • the Missouri
		•Small group work		Compromise (1820) • the Wilmot Proviso
		•Interpret maps,		(1846) • the Compromise of 1850 including
		graphs, photographs,		the Fugitive Slave Act • the Kansas-
		charts		Nebraska Act (1854) and subsequent
		Create graphic		conflict in Kansas • the Dred Scott v.
		organizers		Sandford decision (1857) • changes in the
		Vocabulary quizzes		party system
		•Exit tickets		

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•Reflection writings	8 – U5.2.1 Explain the reasons (political,
•Warm ups	economic, and social) why Southern states
• Drawings	seceded and explain the differences in the
	timing of secession in the Upper and Lower
Summative:	South.
Exams (to be	8 – U5.3.1 Describe the different positions
replaced in the short	concerning the reconstruction of Southern
term with a	society and the nation, including the
summative project).	positions of President Abraham Lincoln,
Summative projectly.	President Andrew Johnson, Republicans,
	and African Americans.
	and African Americans.
	8 – U5.3.3 Describe the new role of African
	Americans in local, state and federal
	government in the years after the Civil War
	and the resistance of Southern whites to
	this change, including the Ku Klux Klan
	8 – U5.3.4 Analyze the intent and the
	effect of the Thirteenth, Fourteenth, and
	Fifteenth Amendments to the Constitution.
	Fifteenth Amendments to the Constitution.
	8 – U6.1.1 America at Century's End –
	Compare and contrast the United States in
	1800 with the United States in 1898
	focusing on similarities and differences in
	governmental policies promoting economic
	development (e.g., tariffs, banking, land
	grants and mineral rights, the Homestead
	Act • economic change, including
	industrialization, increased global
	competition, and their impact on
	conditions of farmers and industrial

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					workers • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African  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; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.  IB Criterion and Strands
Month	IB Unit/Topic	Assessments and	CCR and		Curriculum Standards and IB Criterion and
		Activities	ccw		Strands
April	Unit 8.7:	Activities:		8.3: Reformers	Standards:
	Symbolism of	Reading	CCSS.ELA-	• take notes.	Unit 8.3: Reformers
	America	Video segments	LITERACY.R	(Self-	9 II4 2.1 Evaloin the origins of the
	preview -Symbols of	Online research	H.6-8.4 Determine	management/Organizati on)	8 – U4.3.1 Explain the origins of the American education system and Horace
	Government	Formative:	the meaning	keep track of	Mann's campaign for free compulsory
	(pre DC trip	•Group discussions	of words	assignments in a	public education. (C2)
	preview)	•Small group work	and phrases	planner or notebook.	pasiio caacatioiii (02)
		5 5 8. c s.p c	as they are	(Self-	8 – U4.3.2 Describe the formation and
	Unit 8.3:		used in a	management/Organizati	development of the abolitionist movement

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Reformers	Unit 8.3	text,	on)	by considering the roles of key abolitionist
	<ul><li>Interpret maps,</li></ul>	including	<ul> <li>read critically</li> </ul>	leaders (e.g., John Brown and the armed
	graphs, photographs,	vocabulary	and for comprehension.	resistance, Harriet Tubman and the
	charts	specific to	(Communication/Comm	Underground Railroad, Sojourner Truth,
	<ul><li>Create graphic</li></ul>	domains	unication)	William Lloyd Garrison, and Frederick
	organizers	related to	<ul> <li>demonstrate</li> </ul>	Douglass), and the response of southerners
	<ul> <li>Vocabulary quizzes</li> </ul>	history/soci	persistence and	and northerners to the abolitionist
	<ul><li>Exit tickets</li></ul>	al studies.	perseverance. (Self-	movement.
	<ul> <li>Reflection writings</li> </ul>		management/Affective)	
	<ul><li>Warm ups</li></ul>			8 – U4.3.3 Analyze the antebellum
	<ul><li>Drawings</li></ul>			women's rights (and suffrage) movement
				by discussing the goals of its leaders (e.g.,
	Summative:			Susan B. Anthony and Elizabeth Cady
	Exams (to be			Stanton) and comparing the Seneca Falls
	replaced in the short			Resolution with the Declaration of
	term with a			Independence. (C2)
	summative project).			
				8 – U4.3.4 Analyze the goals and effects of
				the antebellum temperance movement.
				(C2)
				8 – U4.3.5 Evaluate the role of religion in
				shaping antebellum reform movements.
				(C2) 5.1.2,
				0. 115.4.2 Describe the release the
				8 – U5.1.2 Describe the role of the
				Northwest Ordinance and its effect on the
				banning of slavery (e.g., the establishment
				of Michigan as a free state). (National
				Geography Standard 12, p. 167)
				5.1.4, 5.1.5,

Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 8 – U5.1.5 Describe the resistance of enslaved people (e.g., 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. (C2) 5.2.3, 8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to the evolution of his emancipation policy (including the **Emancipation Proclamation)** 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. 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

Course: Individuals and Societies

Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162) 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. 6.1.1, 8 - U6.1.1 America at Century's End -Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169) 6.2.1. **IB Criterion and Strands** A. Knowing and understanding ii. demonstrate knowledge and understanding of subject-specific content

Course: Individuals and Societies

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					and concepts through descriptions,
Month	IB Unit/Topic	Assessments and	CCR and		explanations and examples.  Curriculum Standards and IB Criterion and
Wienen		Activities	ccw		Strands
May	Unit 8.4:	Units 8.4, 8.5, and		8.4: Westward	Standards:
	Westward	8.8	CCSS.ELA-	Expansion	Unit 8.4: Westward Expansion
	Expansion		LITERACY.R	<ul> <li>take notes.</li> </ul>	
		Activities:	H.6-8.4	(Self-	8 – U4.1.2 Establishing America's Place in
	Unit 8.5:	Reading	Determine	management/Organizati	the World – Explain the changes in
	Foreign and	Video segments	the meaning	on)	America's relationships with other nations
	Domestic	Online research	of words	<ul> <li>keep track of</li> </ul>	by analyzing treaties with American Indian
	Policy: The		and phrases	assignments in a	nations, Jay's Treaty (1795), French
	Presidents	Formative:	as they are	planner or notebook.	Revolution, Pinckney's Treaty (1795),
		Formative:	used in a	(Self-	Louisiana Purchase, War of 1812,
	Unit 8.8:	<ul> <li>Group discussions</li> </ul>	text,	management/Organizati	Transcontinental Treaty (1819), and the
	Symbols of	<ul> <li>Small group work</li> </ul>	including	on)	Monroe Doctrine. (C4) (National
	Government	<ul><li>Interpret maps,</li></ul>	vocabulary	<ul> <li>read critically</li> </ul>	Geography Standard 13, p. 169)
	(completed)	graphs, photographs,	specific to	and for comprehension.	
		charts	domains	(Communication/Comm	8 – U4.2.3 Westward Expansion – Explain
		<ul> <li>Create graphic</li> </ul>	related to	unication)	the expansion, conquest, and settlement
		organizers	history/soci	<ul> <li>demonstrate</li> </ul>	of the West through the Louisiana
		<ul> <li>Vocabulary quizzes</li> </ul>	al studies.	persistence and	Purchase, the removal of American Indians
		•Exit tickets		perseverance. (Self-	(Trail of Tears) from their native lands, the
		<ul> <li>Reflection writings</li> </ul>		management/Affective)	growth of a system of commercial
		•Warm ups	CCSS.ELA-		agriculture, the Mexican-American War,
		<ul><li>Drawings</li></ul>	LITERACY.R		and the idea of Manifest Destiny. (E2.1)
			H.6-8.7	8.5: Foreign and	(National Geography Standard 6, p. 154)
		Summative:	Integrate	Domestic Policy: The	
		Exams (to be	visual	Presidents	8 – U4.2.4 Consequences of Expansion –
		replaced in the short	information	take notes.	Develop an argument based on evidence
		term with a	(e.g., in	(Self-	about the positive and negative
		summative project).	charts,	management/Organizati	consequences of territorial and economic
			graphs,	on)	expansion on American Indians, the

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	photograph	<ul> <li>keep track of</li> </ul>	institution of slavery, and the relations
For unit 8.8	s, videos, or	assignments in a	between free and slaveholding states. (C2)
Choose an event we	maps) with	planner or notebook.	(National Geography Standard 13, p. 169)
have studied this	other	(Self-	
year and create a	information	management/Organizati	8 – U5.1.2 Describe the role of the
piece of art,	in print and	on)	Northwest Ordinance and its effect on the
incorporating	digital texts.	<ul> <li>read critically</li> </ul>	banning of slavery (e.g., the establishment
symbolism, to		and for comprehension.	of Michigan as a free state). (National
explain why that		(Communication/Comm	Geography Standard 12, p. 167)
event influenced the		unication)	
course of American		demonstrate	8 – U5.1.4 Describe how the following
History.		persistence and	increased sectional tensions • the Missouri
,		perseverance. (Self-	Compromise (1820) • the Wilmot Proviso
		management/Affective)	(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
		8.8: Symbols of America	party system (e.g., the death of the Whig
		• take notes.	party, rise of the Republican party and
			division of the Democratic party) (C2; C3)
		(Self-	, ,,,
		management/O	(National Geography Standard 13, p. 169)
		rganization)	6.1.1,
		<ul> <li>keep track of</li> </ul>	
		assignments in a	8 – U6.1.1 America at Century's End –
		planner or	Compare and contrast the United States in
		notebook. (Self-	1800 with the United States in 1898
		management/O	focusing on similarities and differences in •
		rganization)	territory, including the size of the United
		<ul> <li>read critically</li> </ul>	States and land use (National Geography
		and for	Standards 1and 16, pp. 144 and 196) •
		comprehension.	systems of transportation (canals and
		(Communication	railroads, including the Transcontinental

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/Communicatio	Railroad), and their impact on the
n)	economy and society (E1.4, 3.2) (National
<ul><li>demonstrate</li></ul>	Geography Standard 11, p. 164 • the
persistence and	policies toward American Indians, including
perseverance.	removal, reservations, the Dawes Act of
(Self-	1887, and the response of American
management/A	f Indians
fective)	
	IB Criterion and Strands
	A. Knowing and understanding
	i. use terminology in context
	ii. demonstrate knowledge and
	understanding of subject-specific content
	and concepts through descriptions,
	explanations and examples.
	D. Thinking critically
	i. discuss concepts, issues, models, visual
	representation and theories
	Unit 8.8: Symbols of Government
	Standards:
	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; conduct research
	on a historical issue or topic, identify a
	connection to a contemporary issue, and
	present findings (e.g., oral, visual, video, or
	electronic presentation, persuasive essay,

Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. **IB Criterion and Strands** B. Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. C. Communicating i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format Unit 8.5: Foreign and Domestic Policy: The **Presidents** Standards: 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. (E1.4) 8 – U4.1.1 Washington's Farewell – Use

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Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 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. (C4) 8 – U4.1.2 Establishing America's Place in the World -Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. 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 • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3,

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Course: Individuals and Societies Grade Level: 8th Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 E2.2) 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans. 8 - U6.1.1 America at Century's End -Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)

**IB Criterion and Strands** 

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					C. Communicating i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.  D. Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid
Month	IB Unit/Topic	Assessments and	CCR and		arguments  Curriculum Standards and IB Criterion and
		Activities	ccw		Strands
June	Unit 8.6: Labor	Units 8.6 and 8.7	CCSS.ELA-	8.6: Labor and	Standards:
	and	Activities:	LITERACY.R	Immigration	
	Immigration	Reading	H.6-8.4	<ul> <li>take notes.</li> </ul>	Unit 8.6: Labor and Immigration
		Video segments	Determine	(Self-	
	Unit 8.7:	Online research	the meaning	management/Organizati	8 – U4.2.1 Comparing Northeast and the
	Agriculture,		of words	on)	South – Compare and contrast the social
	Commerce,	Formative:	and phrases	keep track of	and economic systems of the Northeast
	Industry, and	Formative:	as they are	assignments in a	and the South with respect to geography
	Technology	• Group discussions	used in a	planner or notebook.	and climate and the development of •
		•Small group work	text,	(Self-	agriculture, including changes in
		•Interpret maps,	including	management/Organizati	productivity, technology, supply and
		graphs, photographs, charts	vocabulary specific to	on) • read critically	demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry,
		Create graphic	domains	and for comprehension.	including entrepreneurial development of
		organizers	related to	(Communication/Comm	new industries, such as textiles (E1.1) • the
		Vocabulary quizzes	history/soci	unication)	labor force including labor incentives and
		•Exit tickets	al studies.	demonstrate	changes in labor forces (E1.2) •

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•Reflection writings		persistence and	transportation including changes in
•Warm ups		perseverance. (Self-	transportation (steamboats and canal
<ul><li>Drawings</li></ul>	CCSS.ELA-	management/Affective)	barges) and impact on economic markets
	LITERACY.R		and prices (E1.2,1.3) (National Geography
Summative:	H.6-8.10	8.7: Agriculture,	Standard 3, p. 148) • immigration and the
Exams (to be	By the end	Commerce, Industry,	growth of nativism (National Geography
replaced in the short	of grade 8,	and Technology	Standard 9, p. 160) • race relations • class
term with a	read and	<ul> <li>take notes.</li> </ul>	relations 8 – U4.2.2 The Institution of
summative project).	comprehen	(Self-	Slavery – Explain the ideology of the
	d	management/Organizati	institution of slavery, its policies, and
	history/soci	on)	consequences.
	al studies	<ul> <li>keep track of</li> </ul>	
	texts in the	assignments in a	8 – U5.1.1 Explain the differences in the
	grades 6-8	planner or notebook.	lives of free blacks (including those who
	text	(Self-	escaped from slavery) with the lives of free
	complexity	management/Organizati	whites and enslaved peoples. (C2)
	band	on)	
	independen	read critically	8 – U6.1.1 America at Century's End –
	tly and	and for comprehension.	Compare and contrast the United States in
	proficiently.	(Communication/Comm	1800 with the United States in 1898
	,	unication)	focusing on similarities and differences in •
		demonstrate	population, including immigration,
		persistence and	reactions to immigrants, and the changing
		perseverance. (Self-	demographic structure of rural and urban
		management/Affective)	America
		management/Ancetive)	Tanchea
			IB Criterion and Strands
			A. Knowing and understanding
			i. use terminology in context
			ii. demonstrate knowledge and
			understanding of subject-specific content
			and concepts through descriptions,
			explanations and examples.
			explanations and examples.

Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 C. Communicating ii. structure information and ideas in a way that is appropriate to the specified format D. Thinking critically ii. synthesize information to make valid arguments Unit 8.7: Agriculture, Commerce, Industry, and Technology 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 geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations

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Textbook/Instructional Materials: United States History: Beginnings to 1914, Holt, Rinehart, Winston, 2007 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. 8 - U6.1.1 America at Century's End -Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers **IB Criterion and Strands** A. Knowing and understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions,

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		explanations and examples.  D. Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments