

Course: Individuals and Societies

Grade Level: 8th

Textbook/Instructional Materials: *United States History: Beginnings to 1914*, Holt, Rinehart, Winston, 2007

Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	ATL Skills	Curriculum Standards and IB Criterion and Strands
September	8.1 Rebels: Introduction and Enlightenment/Social Contact	<p>Unit 8.1 Activities: Reading Video segments Online research</p> <p>Formative:  <ul style="list-style-type: none"> <li>•Group discussions</li> <li>•Small group work</li> <li>•Interpret maps, graphs, photographs, charts</li> <li>•Create graphic organizers</li> <li>•Vocabulary quizzes</li> <li>•Exit tickets</li> <li>•Reflection writings</li> <li>•Warm ups</li> <li>•Drawings</li> </ul> </p> <p>Recite a portion of the Declaration of Independence;</p> <p>-Test on <b>14 terms to know all year.</b></p> <p>Summative: Create a piece of propaganda which is</p>	<p>CCSS.ELA-LITERACY.R H.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.R H.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior</p>	<p>In order for students to organize complex information students will have to take notes. (Self-management/Organization)</p> <p>In order for students to meet deadlines students will have to keep track of assignments in a planner or notebook. (Self-management/Organization)</p> <p>In order for students to identify trends and forecast possibilities students will have to think critically. (Thinking/critical thinking)</p> <p>In order for a student to gather information and interpret new vocabulary a student will have to read critically and for comprehension. (Communication/Comm</p>	<p><b>8.1 Rebels</b> Standards: GLCES</p> <p>8– U3.3.7 Using important documents, 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. (C2)</p> <p>IB Criterion and Strands A. Knowing and understanding i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts</p> <p>D. Thinking critically i. discuss concepts, issues, models, visual representation and theories 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.</p>

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		anti-monarch and pro natural rights.	knowledge or opinions.	unication)	
			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/social studies.		
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
October	Unit 8.1: Rebels-The American Revolution  Modified Interdisciplinary Unit Planner for Two Disciplines	Unit 8.1 Activities: Reading Video segments Online research  Formative: Formative: •Group discussions •Small group work	CCSS.ELA-LITERACY.R H.6-8.5 Describe how a text presents information (e.g., sequentially ,		Standards: USHG Era 3.2 The American Revolution and Its Consequences F1.3 Describe the consequences of the American Revolution by analyzing the • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power

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		<ul style="list-style-type: none"><li>• Interpret maps, graphs, photographs, charts</li><li>• Create graphic organizers</li><li>• Vocabulary quizzes</li><li>• Exit tickets</li><li>• Reflection writings</li><li>• Warm ups</li><li>• Drawings</li></ul> <p>Write a Declaration of Independence from someone or something stating how you want to be treated, how you have been mistreated, and declaring independence from that person or thing.</p> <p>Summative: Create an action figure relating to an individual who helped their side of a conflict by providing a service which allowed their side to</p>	<p>comparative ly, causally).</p> <p>CCSS.ELA-LITERACY.R H.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.R H.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded</p>	<p>within governments, between government and the governed, and among people (C2)</p> <p><b>Modified Interdisciplinary Unit Planner for Two Disciplines</b></p> <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; 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.</p> <p>IB Criterion and Strands</p> <p>A. Knowing and understanding</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and example</p> <p>B. Investigating</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>C. Communication</p> <p>i. communicate information and ideas</p>
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		sustain their ability to fight.	language, inclusion or avoidance of particular facts).  CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.		using an appropriate style for the audience and purpose  D. Thinking Critically: iv. interpret different perspectives and their implications.
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
November	Unit 8.1: Rebels-The Civil War	Unit 8.1 Activities: Reading Video segments Online research  Formative: •Group discussions •Small group work •Interpret maps, graphs, photographs, charts •Create graphic organizers •Vocabulary quizzes			Standards: 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the • 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 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 Emancipation Proclamation) • and the role of his significant writings and speeches,

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		<ul style="list-style-type: none"><li>•Exit tickets</li><li>•Reflection writings</li><li>•Warm ups</li><li>•Drawings</li></ul> <p>Summative: Create a graphic organizer showing the goals of the North and the South in the Civil War and explaining what those sides had in common with the Patriots and the Loyalists in the American Revolution.</p>			<p>including the Gettysburg Address and its relationship to the Declaration of Independence (C2) 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 – U5.2.5 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.</p> <p>IB Criterion and Strands</p> <p>D. Thinking critically</p> <ul style="list-style-type: none"><li>i. discuss concepts, issues,</li><li>ii. synthesize information to make valid arguments</li><li>iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations</li><li>iv. interpret different perspectives and their implications.</li></ul> <p>C. Communicating</p> <ul style="list-style-type: none"><li>i. communicate information and ideas using an appropriate style for the audience and purpose</li><li>ii. structure information and ideas in a way that is appropriate to the specified format</li><li>iii. document sources of information using a recognized convention.</li></ul>
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Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
December	Unit 8.2: Self Government -Federalism -Separation of Powers	<p>Unit 8.2 Activities: Reading Video segments Online research</p> <p>Formative: Formative: •Group discussions •Small group work •Interpret maps, graphs, photographs, charts •Create graphic organizers •Vocabulary quizzes •Exit tickets •Reflection writings •Warm ups •Drawings</p> <p>Summative: Knowledge of Government test on the material.</p>	<p>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/social studies.</p> <p>CCSS.ELA-LITERACY.R H.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>8.2: Self Government</p> <ul style="list-style-type: none"> <li>• take notes. (Self-management/Organization)</li> <li>• keep track of assignments in a planner or notebook. (Self-management/Organization)</li> <li>• read critically and for comprehension. (Communication/Communication)</li> <li>• demonstrate persistence and perseverance. (Self-management/Affective)</li> </ul>	<p><b>8.2: Self Government</b></p> <p>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.</p> <p>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)</p> <p>8– U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> <p>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</p>

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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/social 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 (e.g., in		sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.  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, photographs, videos, or maps) with other information in print and 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  Summative:	CCSS.ELA-LITERACY.RH.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 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 <i>Marbury v. Madison</i> (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 CCW		Curriculum Standards and IB Criterion and Strands
March	Unit 8.2: Self-Government: - Expansion west and the spread of slavery. -Reconstruction	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			Standards:  8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3) 8 – U5.1.4 Describe how the following increased sectional tensions • 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

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		<ul style="list-style-type: none"><li>•Reflection writings</li><li>•Warm ups</li><li>•Drawings</li></ul> <p>Summative: Exams (to be replaced in the short term with a summative project).</p>			<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>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.</p> <p>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</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>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</p>
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					<p>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</p> <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; 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.</p> <p>IB Criterion and Strands</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
April	<p>Unit 8.7: Symbolism of America preview -Symbols of Government (pre DC trip preview)</p> <p>Unit 8.3:</p>	<p>Activities: Reading Video segments Online research</p> <p>Formative: •Group discussions •Small group work</p>	<p>CCSS.ELA-LITERACY.R H.6-8.4 Determine the meaning of words and phrases as they are used in a</p>	<p>8.3: Reformers</p> <ul style="list-style-type: none"> <li>• take notes.</li> </ul> <p>(Self-management/Organizational)</p> <ul style="list-style-type: none"> <li>• keep track of assignments in a planner or notebook.</li> </ul> <p>(Self-management/Organizational)</p>	<p>Standards: <b>Unit 8.3: Reformers</b></p> <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement</p>

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	Reformers	<p>Unit 8.3</p> <ul style="list-style-type: none"><li>• Interpret maps, graphs, photographs, charts</li><li>• Create graphic organizers</li><li>• Vocabulary quizzes</li><li>• Exit tickets</li><li>• Reflection writings</li><li>• Warm ups</li><li>• Drawings</li></ul> <p>Summative: Exams (to be replaced in the short term with a summative project).</p>	text, including vocabulary specific to domains related to history/social studies.	on) <ul style="list-style-type: none"><li>• read critically and for comprehension. (Communication/Communication)</li><li>• demonstrate persistence and perseverance. (Self-management/Affective)</li></ul>	<p>by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2) 5.1.2,</p> <p>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,</p>
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					<p>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,</p> <p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to the evolution of his emancipation policy (including the Emancipation Proclamation)</p> <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 – U5.3.1 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.</p> <p>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)</p>
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					<p>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)</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. 6.1.1,</p> <p>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.</p> <p>IB Criterion and Strands</p> <p>A. Knowing and understanding ii. demonstrate knowledge and understanding of subject-specific content</p>
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<b>May</b>	Unit 8.4: Westward Expansion  Unit 8.5: Foreign and Domestic Policy: The Presidents  Unit 8.8: Symbols of Government (completed)	Units 8.4, 8.5, and 8.8  Activities: Reading Video segments Online research  Formative: Formative: <ul style="list-style-type: none"> <li>•Group discussions</li> <li>•Small group work</li> <li>•Interpret maps, graphs, photographs, charts</li> <li>•Create graphic organizers</li> <li>•Vocabulary quizzes</li> <li>•Exit tickets</li> <li>•Reflection writings</li> <li>•Warm ups</li> <li>•Drawings</li> </ul> Summative: Exams (to be replaced in the short term with a summative project).	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/social studies.  CCSS.ELA-LITERACY.R H.6-8.7 Integrate visual information (e.g., in charts, graphs,	8.4: Westward Expansion <ul style="list-style-type: none"> <li>• take notes. (Self-management/Organization)</li> <li>• keep track of assignments in a planner or notebook. (Self-management/Organization)</li> <li>• read critically and for comprehension. (Communication/Communication)</li> <li>• demonstrate persistence and perseverance. (Self-management/Affective)</li> </ul> 8.5: Foreign and Domestic Policy: The Presidents <ul style="list-style-type: none"> <li>• take notes. (Self-management/Organization)</li> </ul>	Standards: <b>Unit 8.4: Westward Expansion</b>  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. (C4) (National Geography Standard 13, p. 169)  8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)  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 American Indians, the

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		<p>For unit 8.8 Choose an event we have studied this year and create a piece of art, incorporating symbolism, to explain why that event influenced the course of American History.</p>	<p>photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"><li>• keep track of assignments in a planner or notebook. (Self-management/Organization)</li><li>• read critically and for comprehension. (Communication/Communication)</li><li>• demonstrate persistence and perseverance. (Self-management/Affective)</li></ul> <p>8.8: Symbols of America</p> <ul style="list-style-type: none"><li>• take notes. (Self-management/Organization)</li><li>• keep track of assignments in a planner or notebook. (Self-management/Organization)</li><li>• read critically and for comprehension. (Communication</li></ul>	<p>institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>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)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions • 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 (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169) 6.1.1,</p> <p>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 • territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196) • systems of transportation (canals and railroads, including the Transcontinental</p>
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				<p>/Communication)</p> <ul style="list-style-type: none"><li>• demonstrate persistence and perseverance. (Self-management/Affective)</li></ul>	<p>Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164 • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</p> <p>IB Criterion and Strands</p> <p>A. Knowing and understanding</p> <ul style="list-style-type: none"><li>i. use terminology in context</li><li>ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</li></ul> <p>D. Thinking critically</p> <ul style="list-style-type: none"><li>i. discuss concepts, issues, models, visual representation and theories</li></ul> <p><b>Unit 8.8: Symbols of Government</b></p> <p>Standards:</p> <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; 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,</p>
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					<p>or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p> <p>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.</p> <p>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</p> <p><b>Unit 8.5: Foreign and Domestic Policy: The Presidents</b> 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</p>
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					<p>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.</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 • 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,</p>
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					<p>E2.2)</p> <p>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)</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p> <p>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)</p> <p>IB Criterion and Strands</p>
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					<p>C. Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose</p> <p>ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention.</p> <p>D. Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid arguments</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW		Curriculum Standards and IB Criterion and Strands
June	<p>Unit 8.6: Labor and Immigration</p> <p>Unit 8.7: Agriculture, Commerce, Industry, and Technology</p>	<p>Units 8.6 and 8.7 Activities:</p> <p>Reading</p> <p>Video segments</p> <p>Online research</p> <p>Formative:</p> <p>Formative:</p> <ul style="list-style-type: none"> <li>•Group discussions</li> <li>•Small group work</li> <li>•Interpret maps, graphs, photographs, charts</li> <li>•Create graphic organizers</li> <li>•Vocabulary quizzes</li> <li>•Exit tickets</li> </ul>	<p>CCSS.ELA-LITERACY.RH.6-8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>8.6: Labor and Immigration</p> <ul style="list-style-type: none"> <li>• take notes. (Self-management/Organizational)</li> <li>• keep track of assignments in a planner or notebook. (Self-management/Organizational)</li> <li>• read critically and for comprehension. (Communication/Communication)</li> <li>• demonstrate</li> </ul>	<p>Standards:</p> <p><b>Unit 8.6: Labor and Immigration</b></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 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) •</p>

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		<ul style="list-style-type: none"> <li>•Reflection writings</li> <li>•Warm ups</li> <li>•Drawings</li> </ul> <p>Summative: Exams (to be replaced in the short term with a summative project).</p>	<p>CCSS.ELA-LITERACY.R H.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>persistence and perseverance. (Self-management/Affective)</p> <p>8.7: Agriculture, Commerce, Industry, and Technology</p> <ul style="list-style-type: none"> <li>• take notes. (Self-management/Organization)</li> <li>• keep track of assignments in a planner or notebook. (Self-management/Organization)</li> <li>• read critically and for comprehension. (Communication/Communication)</li> <li>• demonstrate persistence and perseverance. (Self-management/Affective)</li> </ul>	<p>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 8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <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. (C2)</p> <p>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 population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</p> <p>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.</p>
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					<p>C. Communicating ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>D. Thinking critically ii. synthesize information to make valid arguments</p> <p><b>Unit 8.7: Agriculture, Commerce, Industry, and Technology</b></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 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</p>
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					<p>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.</p> <p>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</p> <p>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,</p>
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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