



Social Studies | 8th Grade/United States History

Constitutional Age to International Expansion



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: FOUNDING IDEALS & THE FORMATION OF US GOVERNMENT 1787-1830s</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How has the definition of <i>We the People</i> changed since 1787? Historically, which groups were excluded from <i>We the People</i>? How has the exclusion of groups in the past impacted society today?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will investigate an example of continuity and/or change and connect that continuity and/r change to a contemporary issue. (4.3) <p>In what ways does the Constitution influence the rights, responsibilities and lives of American citizens within a democratic society?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>What are the proper roles of the national and state governments?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
<p>UNIT 2: REGIONALISM & EXPANSION 1800s – 1850s</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How did political, economic, social, cultural and geographic changes within the nation impact the lives of its residents?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

	<p>How did technology and economic innovations impact the development of America?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How did the expansion of U.S. territory impact the roles, responsibilities and relationship between the American government and its residents, including Native Americans?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 3: MARCH TO WAR 1850s – 1861</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Is the following state true or false, “The Civil War was inevitable.”? Please support/explain your answer.</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>What factors led to the secession of the Confederate states?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How have civil rights movements changed over time?</p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)
<p>UNIT 4: CIVIL WAR & RECONSTRUCTION 1861 – 1877</p> <p>Suggested Time Frame: Quarter 2</p>	<p>To what extent did the geography of the South play a role in the military tactics/strategies used during the Civil War?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent did the Civil War affect the United States and its citizens?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

	<p>To what extent did the Civil War change American culture?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>To what extent was the nation’s commitment to its founding ideals tested during Reconstruction?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent did geographical factors influence the Confederate states’ decision to secede?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 5: RISE OF AMERICA ON THE HOMEFRONT 1870s – 1900</p> <p>Suggested Time Frame: Quarter 3 - 4</p>	<p>To what extent did Americans westward movement create opportunities and conflicts?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>What were the consequences of Western romanticism and settlement; why are they significant?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>To what extent did individual beliefs and culture provide support to American Indians?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>What were the consequences of the rise of industry in the United States; why are they significant?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>To what extent do Populist movements of the late 1800s compare to 21st century movements (e.g. formation of the Tea Party and Occupy Wall Street)?</p> <ul style="list-style-type: none"> • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)
<p>UNIT 6: RISE OF AMERICA ABROAD 1870s – 1900</p>	<p>Why was Cuba and the Philippines significant to America during the 1800s; how has their significance changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions,

<p>Suggested Time Frame: Quarter 4</p>	<p>communities, states, and nations (4.1)</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent did idealism and realism affect U.S. foreign and domestic policies; to what extent is that influence present in today's policies?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 7: EXPANDING AMERICA Snapshot 20th & 21st Century</p> <p>Suggested Time Frame: Quarter 4</p>	<p>What was it like to be an immigrant to the United States at the turn of the 20th century and how does that compare to being an immigrant to the United States today?</p> <ul style="list-style-type: none"> The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>What social, political, and environmental problems did Americans face at the turn of the 20th century; why?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What social, political, and environmental problems do Americans continue to face and/or have the potential to face in the 21st century; why?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>To what extent does the Constitution influence the rights, responsibilities and lives of American citizens (revisit from Unit 1)?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)