

CURRICULUM FRAMEWORK

CONTENT AREA: HISTORY

COURSE 8th grade

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p>1. Enduring understandings Derived from standards/expectations Answered through:</p> <p>2. Essential questions (What should students understand by the end of a unit(s) in this time period?)</p>	<p>Unit/Topic: Beginning-1600 Three worlds meet (Asians, Vikings, Europeans – AND the Colonial Era 1500-1754</p> <p><i>Students will understand:</i></p> <ol style="list-style-type: none"> <i>America was discovered by different peoples (Asians, Vikings, Europeans)</i> <i>People came from many lands for many different things and reasons.</i> <i>North American was created and settled as a culturally diverse society.</i> <i>Despite diversity from the start, democracy emerged as the form of government.</i> <p><i>Derived from:</i> Standards/Expectations: H1a construct various timelines highlighting landmark dates, changes and events H2e trace patterns of change & continuity in the history of the U.S and compare laws of various people of various cultures from long ago to 21st century H2b recognize and explain how different points of view have been influenced by nationalism (race, religions, & ethnicity). H2c distinguish fact from fiction by examining documentary sources. H3b describe how social roles & characteristics of social organization have both changed and endured in the US. H6a Examples of unique art</p>	<p>Unit/Topic: The Revolutionary Era (1754-1783) AND Nation Building (1783-1815)</p> <p><i>Students will understand:</i></p> <ol style="list-style-type: none"> <i>Revolutions are about ideas</i> <i>The American revolution was caused by need for self-government, British laws, and attempts at self-government.</i> <i>The war did not end the revolution.</i> <i>Original attempts at self-government were full of conflicts and compromises which showed up in our founding documents</i> <i>Expansion of American territory lead to continual conflict</i> <p><i>Derived from:</i> Standards/Expectations: H1a construct various timelines highlighting landmark dates, changes and events H2e trace patterns of change & continuity in the history of the U.S and compare laws of various people of various cultures from long ago to 21st century H2b recognize and explain how different points of view have been influenced by nationalism (race, religions, & ethnicity). H2c distinguish fact from fiction by examining documentary sources. H3a describe the common traits and characteristics that unite the U.S. as a nation and society H3b describe how social roles</p>	<p>Unit/Topic: The Expanding Nation (1815-1850)</p> <p><i>Students will understand:</i></p> <ol style="list-style-type: none"> <i>American changed from a nation of farmers to a diversified economy based on agriculture & industry.</i> <i>Growth in industry attracted more people to cities</i> <i>Transportation networks aided city growth & manifest destiny.</i> <i>As the nation grew, reform was at the forefront.</i> <p><i>Derived from:</i> Standards/Expectations: H1a construct various timelines highlighting landmark dates, changes and events H1b Demonstrate a chronological understanding of the era of an expanding nation H2e trace patterns of change & continuity in the history of the U.S and compare laws of various people of various cultures from long ago to 21st century H2a Identify, analyze & interpret primary sources and make generalizations about events and life in this era. H2b Recognize & explain how different points of view have been influenced by nationalism, race, religion and ethnicity H2c distinguish fact from fiction by examining documentary sources H3a describe the common traits and characteristics that unite the</p>	<p>Unit/Topic: Civil War & Reconstruction (1850 – 1877)</p> <p><i>Students will understand:</i></p> <ol style="list-style-type: none"> <i>The civil war fought primarily over state’s rights issues linked to economic differences (not over the morality of slavery as commonly believed)</i> <i>The war’s effects live on in national politics, regional economics, & cultural differences</i> <p><i>Derived from:</i> Standards/Expectations: H5a identify key events and effects of the Civil War and reconstruction with emphasis on events leading to secession and war H5b identify leaders on both sides of the war including (Lincoln, Grant, Davis, Lee, F. Douglass, Garrison etc.) H 5c explain how forms of involuntary servitude have been used to maintain and expand political power H 5d explain how, following the Civil War, massive immigration, combined with rise of big business, heavy industry, and mechanized farming transformed American life. H 5e describe how relationships between the US and external powers developed with the growth of a nation H 5g Explain specific ways in</p>

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	<p>forms that characterize the various ethnic groups in the U.S. and their religious beliefs & philosophical ideas throughout history</p> <p>Answered through: Essential Question(s): 1. Who made the three discoveries of America & what was the impact of each? 2. What were some reasons why people came to the new world?</p>	<p>have affected the characteristics of social organization and led to the development community structures. H4c explain how economic factors influenced historical events in the U.S. H6a Give examples of unique forms of art that characterize the various ethnic groups in the U.S. throughout history H6b Compare non-violent movements with political change forced through wars (<i>American Revolution</i>)</p> <p>Answered through: Essential Question(s): 1. What ideas led to the revolution? What made the revolution a revolution? 2. Why didn't the Revolutionary War end the American Revolution? 3. What ideals were left in the founding documents? Why weren't all the ideals included? 4. What in the ideals of the revolution led to the expansion of our country?</p>	<p>U.S. as a nation and society H3b describe how social roles have affected the characteristics of social organization and led to the development community structures. H4a explain and analyze American public response to industrialization and urbanization H4b explain how economy of western US has historically been dependent upon natural resources H4c explain how economic factors influenced historical events in the US and regions of the world H 5c explain how forms of involuntary servitude have been used to maintain and expand political power H6a Give examples of unique forms of art that characterize the various ethnic groups in the U.S. throughout history</p> <p>Answered through: 1. Essential Question(s): 2. Why did people feel manufacturing and big cities would ruin the American ideal of a peaceful farming society? 3. How did mass production aid the Industrial Revolution? 4. How did improvements in transportation help cities grow out & give people a feeling of manifest destiny? 5. How did the Age of Reform reflect the attitude of Americans?</p>	<p>which events in each of the preceding wars affect us today</p> <p>Answered through: Essential Question(s): 1. What were the causes & effects of the civil war? 2. What role does technology have in progress? 3. Does the Civil War live on today?</p>
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<p>CURRICULUM ALIGNMENT</p> <ol style="list-style-type: none"> 1. Key knowledge and skills 2. Materials 	<p>Learned Through: Key Knowledge: Students will know about</p> <ol style="list-style-type: none"> 1. American was discovered by the Asians, Vikings, & Europeans, and that each of these peoples left their mark (<i>Bearing Strait – Asia; Scandinavia – Vikings; Spain, Portugal, etc. – Europeans</i>) 2. Why people came to the new world 3. How their backgrounds & beliefs shaped life in the new world 4. How they adapted to the environment <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Research a discovery and write a paragraph on what they discovered & how they left their mark putting themselves in the role of the discoverer. 2. Research navigations tools 3. Review map skills and essential map elements. 4. Construct a timeline showing when the new world was discovered and by whom 5. Write a short essay about the people that discovered the new world and what kept them here –or - brought more people. 	<p>Learned Through: Key Knowledge: Students will know about</p> <ol style="list-style-type: none"> 1. Ideas, such as, the “Albany plan” were attempts to unite the new colonies. 2. Each colony had their own ideas of how independent they should be. 3. British laws and taxes led to the eventual war for independence. 4. The difference between the American Revolution and the Revolutionary War. 5. Why a stronger central government was needed. 6. What the Bill of Rights is. 7. How important compromise is in a democratic society. 8. That the Louisiana Purchase opened a new frontier 9. The War of 1812 gave Europe notice that the U.S. was here to stay <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Identify the causes of the Revolutionary War. (<i>i.e. how French/Indian War costs led to new taxes – which led to colonial protests</i>) 2. Research how the American Revolution led to the Revolutionary War. 3. Identify the causes of the Townshend Acts which led to colonist boycott 4. Identify the causes of the passing of the Tea Act which led to battles of Lexington & 	<p>Learned Through: Key Knowledge: Students will know about</p> <ol style="list-style-type: none"> 1. How and why the American economy became diversified. 2. With immigration & emigration cities grew rapidly 3. Mass production and the introduction of new machinery lowered the prices of goods, but also cut jobs. 4. New transportation networks created suburbs & people to travel across the country (<i>i.e. Mormons, 49ers</i>) 5. How abolition, religion, & education were all reformed. <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Research & report on how agriculture was one primary economy (different sections) and what types of industry helped our economy to diversify 2. Construct chart on current immigration laws compared to immigration laws of the 1800’s – 10 years. (<i>include reports on who & how many came 1830 – 2000</i>). 3. Write paper on relationship between manifest destiny and settling of west. 4. Construct time line showing main events in abolitionist movement. 5. Research and write a paper on a major reform movement in the U.S. 	<p>Learned Through: Key Knowledge: Students will know about</p> <ol style="list-style-type: none"> 1. State’s rights were the main reason for the Civil War. 2. Slavery played a part in the Civil War. 3. Different economies & cultures of North & South made conflict inevitable. <p>Key Skills:</p> <ol style="list-style-type: none"> 1. Write a paper over the differences among states & how it affected the economy. 2. Construct map of free & slave states. 3. Research how the different cultures & ideas created conflicts among the states.
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		<p>Concord</p> <ul style="list-style-type: none"> • Write own account of a battle <p>5. Construct time line of major events</p> <p>6. Outline the weaknesses of the Articles of Confederation and the strengths of the constitution.</p> <p>7. Report on how important the Bill of Rights is to the Constitution.</p> <p>8. Map the area of the Louisiana Purchase.</p>		
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported)Problem solving, communication, technology)</p>	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:	Literacy Skills/ Strategies:
<p>ASSESSMENT/EVIDENCE OF UNDERSTANDING 1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats, specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.) 2. Quizzes, tests, prompts 3. Unprompted and student self-assessment</p>	<p>High IQ Performance Task</p> <p>Quizzes, tests, prompts</p> <p>Unprompted and student self-assessment</p>	<p>High IQ Performance Task</p> <p>1. You are a colonist who wants to convince uneducated or undecided colonists to take a stand against British control and begin a revolution. Your job is to create a persuasive document showing which ideas are important and why a revolution is needed. This can be done by writing a letter to an editor, creating a flyer to be posted, or writing a speech. A successful result will show the causes of the revolution were the dissatisfaction of colonists regarding British rule.</p> <p>Quizzes, tests, prompts</p>	<p>High IQ Performance Task</p> <p>Quizzes, tests, prompts</p> <p>Unprompted and student self-assessment</p>	<p>High IQ Performance Task</p> <p>1. You are a historian and are searching for evidence from primary resources that documents the Civil War instead of only the morality of slavery as commonly believed. Your research will be used by a publishing company. Your job will be to interpret primary data, drawing conclusions to prove the Civil War was really fought over state's rights. A successful result will show your findings in the form of a research paper.</p> <p>Quizzes, tests, prompts</p> <p>1. Random survey of 10 community members asking them what they believe is the cause of the Civil War which will be included in the research paper.</p>

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		<ol style="list-style-type: none"> 1. Compare and contrast early attempts to unite new colonies in essay or chart form 2. Create a chart of British laws and contrasting ideas of the Revolution. How did one affect the other? 3. Write an essay showing your understanding of the difference between the American revolution and the Revolutionary War. 4. Short answer quizzes, vocabulary reviews 5. Essay test on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Class discussion and observation 2. Notecards showing understandings- add to card as unit progresses 3. Student designed quizzes from weekly content. 4. Student self-assessment on performance task 		<ol style="list-style-type: none"> 2. Compare and contrast how different cultures and ideas created conflicts among states. <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> 1. Class discussions and observations 2. Keep a log of reactions to findings and how they change throughout unit. 3. Self- assess involvement in class discussions 4. Self-assess research paper using rubric
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