

Course Description

This course will focus on early American history from the time period of Exploration to the Civil War. Students will gain knowledge on the development and changes in American culture, government, economic systems, and international relations starting with the early settlements and ending with the reunification following the Civil War. Students will be asked to think critically when analyzing documents, images, and other resources. Students will also be able to establish relationships and connections between various periods of time.

Scope and Sequence

Timeframe	Unit	Instructional Topics
33 Day(s)	Unit 1: Settlement	1. First settlers 2. Maya, Aztec, Inca 3. European Renaissance (Technological Advances) 4. European Explorers 5. First Settlements- Jamestown Mini DBQ 6. 13 Colonies 7. Colonial Government 8. French and Indian War 9. Unit 1: Settlers Benchmark Assessment
30 Day(s)	Unit 2: The American Revolutionary War	1. Geography of the Colonies 2. Proclamation of 1763 3. Navigation Acts 4. Predicting Future Conflicts and Expansion 5. Excessive Taxation Cubing 6. Colonial Government Notes 7. Magna Carta and John Locke 8. Declaration of Independence DBQ 9. Regional Conflict and Cooperation 10. Supporting the War Effort 11. Strengths and Weaknesses of War 12. Unit 2: The American Revolutionary War Benchmark
22 Day(s)	Unit 3: The Constitution	1. Constitutional Convention 2. Articles of Confederation 3. Law, Representation, Separation of Powers, Checks and Balances, Federalism 4. Bill of Rights 5. Judicial Review, Elastic Clause, and the Amendment Process 6. Unit 3 Benchmark Review and Assessment
20 Day(s)	Unit 4: Early American Life	1. Conflicts Arise (Whiskey Rebellion, Washington's Neutrality Act, Jay's Treaty, Pinkney's Treaty) 2. Adam's Administration 3. Developing a two-party system 4. Boundary Changes 5. Louisiana Purchase 6. The Developing Monetary System 7. Voting Rights, Patterns, and Political Movements
35 Day(s)	Unit 5: Jacksonian Democracy	1. Election Results Comparison 2. Judicial Review and Increased Powers 3. Manifest Destiny 4. Benchmark Review/Benchmark Assessment
29 Day(s)	Unit 6: Crisis and Conflict- The American Civil War	1. Northern vs. Southern Lifestyles 2. Turning Points of the Civil War 3. Political Compromises Over Slavery 4. Power of Political Parties

8-Social Studies (2016)

Wright City R-II
Social Studies
Grade 8, Duration 1 Year, 1 Credit
Required Course

Course Instructional Resources/Textbook

Discovering Our Past: A History of the United States (Early Years)- McGraw Hill

Course Details

UNIT: Unit 1: Settlement -- 33 Day(s)

Unit Description

This unit will cover American culture from pre-exploration civilizations to the early American colonies, and ending with the Seven Years War. This unit will focus on the development of new technologies leading to the formation of early American settlements. Students will learn the specific characteristics of the Northern, Middle, and Southern colonies, as well as the cause and effects of the Seven Years War.

Enduring Understandings/Essential Learner Outcomes

Students will be able to determine the effects of colonization on established settlements of the Americas.
Student will be able to determine the effects of advanced technologies on the development of colonies in the New World.

Academic Vocabulary

Cause and effect, colonization, settlements, advances, technology, New World

TOPIC: First settlers -- 2 Day(s)

Description

Students will look at the causes and consequences of the indigenous people arriving North and South American prior to 1500 BCE.

Academic Vocabulary (What terms will students need to know?)

Trace
Causes
Consequences
Indigenous
Americas
BCE

Learning Targets

I can explain how and why the indigenous people arrived in America
I can explain the the effects of the indigenous people on future civilizations.

Assessment: Exit slip describing a group of early settlers arrival and impact on the Americas.

Exit Slip

KCU.AH.6-
8.T2S1.A

TOPIC: Maya, Aztec, Inca -- 8 Day(s)

Description

Students will identify and describe the agricultural, architectural, religious, and lifestyle characteristics of the Maya, Aztec, and Inca.

Academic Vocabulary (What terms will students need to know?)

Agriculture, architecture, religion, lifestyle, characteristics, Maya, Aztec, Inca, civilization, describe, illustrate

Learning Targets

I can describe or illustrate the agricultural, architectural, religious, and lifestyle characteristics of the Mayan civilization.

Assessment: Mayan Newspaper

KCU.AH.6- 8.T2S2.C	KCU.AH.6- 8.T2S3.A	KCU.AH.6- 8.T2S3.B	KCU.AH.6- 8.T2S4.A
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Students can describe or illustrate the agricultural, architectural, religious, and lifestyle characteristics of the Aztec civilization.

KCU.AH.6- 8.T2S3.A	KCU.AH.6- 8.T2S3.B	KCU.AH.6- 8.T2S4.A
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I can identify and describe the motives for European exploration.

Assessment: Exploration Quiz

KCU.AH.6- 8.T2S3.A	KCU.AH.6- 8.T2S3.B	KCU.AH.6- 8.T2S4.A
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TOPIC: European Renaissance (Technological Advances) -- 2 Day(s)

Description

Students will learn how the development of new technologies led to an increase in exploration of the new world.

Academic Vocabulary (What terms will students need to know?)

Technology
 exploration
 new world
 expansion

Learning Targets

I can describe how the development of new technologies led to exploration of the new world.

Assessment: Three examples of technologies and their impact on exploration.

Exit Slip

KCU.AH.6- 8.T2S1.B

TOPIC: European Explorers -- 4 Day(s)

Description

Students will identify the four main European countries during the Age of Exploration (Spain, France, England, and Portugal). Students will then look at the four motives of exploration (religion, trade, wealth, and knowledge). Finally, students will "discover" the major expeditions of the main explorers and their impact on the native lands.

Academic Vocabulary (What terms will students need to know?)

Settle
colonial
diversity
regional
North America
South America
Compare
European

Learning Targets

I can identify and describe the motives for European exploration.

Why did European countries explore?

Assessment: Exploration Quiz

Quiz

KCU.AH.6-
8.T2S1.B

I can use my knowledge of longitude and latitude to construct maps depicting the routes of expedition of famous European explorers.

Using their skills and understanding of longitude and latitude, students will construct a map showing the expedition of various European explorers and the impact their exploration had on the indigenous civilizations of North and South America.

Assessment: Exploration Quiz

Quiz

KCU.AH.6-
8.T2S1.B

I can describe the impact European colonies had to indigenous civilization in North and South America.

How did the "discovery" of the New World impact the indigenous civilizations in North and South America?

Assessment: Exploration Quiz

Quiz

KCU.AH.6- KCU.AH.6-
8.T2S1.B 8.T2S5.C

TOPIC: First Settlements- Jamestown Mini DBQ -- 3 Day(s)

Description

Students will analyze a series of primary and secondary source documents to study the early challenges of British colonization in America. Students will also analyze the relationship between the British colonists and the indigenous Native Americans.

Academic Vocabulary (What terms will students need to know?)

- Compare
- Contrast
- interaction
- European
- Settlers
- Native populations
- Trace
- Causes
- Consequences
- Conflict
- Cooperation
- Native Americans
- American colonies
- Viewpoints

Learning Targets

I can compare and contrast the 13 colonies and their regional, religion, economic, political, and social structures.

KCU.AH.6-
8.T2S1.C

KCU.AH.6-
8.T2S5.C

TOPIC: 13 Colonies -- 8 Day(s)

Description

Students will analyze the demographics of the 13 colonies. Students will study the New England, Middle, and Southern colonies and examine the impacts that religion, economics, culture, and geography played on the development of the colonies.

Academic Vocabulary (What terms will students need to know?)

- Compare
- Governmental systems
- European
- Colonization
- Expectations
- Self-rule
- Analyze
- Geography
- Colonial Regions
- Cultural
- Social
- Economic
- Patterns
- Population Distribution
- Demographics
- Migration
- Community Life
- Mercantile System
- Great Britain
- Intellectual Development Regionalism
- Contrast

Learning Targets

I can Explain how the English government influenced the development of early colonial governments.

KCU.AH.6- 8.T2S3.C	KCU.AH.6- 8.T2S5.B
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TOPIC: Colonial Government -- 2 Day(s)

Description

Students will compare the government structure of the colonies to the government structure of England.

Academic Vocabulary (What terms will students need to know?)

- European
- colonies
- influenced
- governments
- expectations
- self-rule

Learning Targets

I can Explain how the English government influenced the development of early colonial governments.

Assessment: Royal Governments Quiz
Quiz

KCU.AH.6- 8.T2S2.A	KCU.AH.6- 8.T2S2.B	KCU.AH.6- 8.T2S4.B
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TOPIC: French and Indian War -- 3 Day(s)

Description

Students will examine the conflict between the French and British for claim of the Ohio River Valley.

Academic Vocabulary (What terms will students need to know?)

Describe
Cause
Consequences
Seven Years War
turning point
American History

Learning Targets

I can identify the causes of the French and Indian War.

Assessment: Royal Governments Quiz

KCU.AH.6- 8.T2S1.C	KCU.AH.6- 8.T2S1.D
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I can explain the lasting impact the French and Indian War had on the American relationship with Native Americans.

Assessment: Royal Governments Quiz

KCU.AH.6-
8.T2S1.C

TOPIC: Unit 1: Settlers Benchmark Assessment -- 1 Day(s)

Description

Students will complete the Unit 1: Settlers Benchmark Assessment

Learning Targets

I can show my understanding and comprehension for the settlement of the new world.

UNIT: Unit 2: The American Revolutionary War -- 30 Day(s)

Unit Description

Students will take an in-depth look at the American Revolution. Students will look at the various causes for war, including the oppressive laws, high taxes, and restrictions on trade. Students will then examine the strengths and weaknesses, as well as the preparations for war for both the Colonists and British. Finally, students will study the battles themselves. Students will analyse specific battles from each side to determine strategies used, and reasons for each battles' outcomes.

Enduring Understandings/Essential Learner Outcomes

What were the causes and effects of the American Revolution?

Academic Vocabulary

Causes
Effects
American Revolution
Declaration of Independence
Taxation
Representation
Strength
Weakness
Inalienable Rights
Popular Sovereignty
Liberty

TOPIC: Geography of the Colonies -- 2 Day(s)

Description

Students will analyze maps, charts, and other informational texts on the population distribution and migration within the Thirteen Colonies prior to the American Revolution. These texts will also include the religion, social, cultural, and economic factors of the Thirteen Colonies.

Academic Vocabulary (What terms will students need to know?)

Informational texts
Charts
Maps
Population Distribution
Migration
Pre-Revolutionary
Thirteen Colonies
Social
Cultural
Economic

Learning Targets

I can describe the impact geography played in the population distribution and migration of the various regions in the United States.

Assessment: Class Discussion/Participation

KCU.AH.6-
8.T3S3.C

I can provide examples to describe how geography impacted a region's culture, society, religion, and economy.

KCU.AH.6-
8.T3S5.B

TOPIC: Proclamation of 1763 -- 2 Day(s)

Description

Students will examine how the outcomes of the French and Indian War impacted the British control in North America through the viewpoints of the British, Colonists, and Native Americans.

Academic Vocabulary (What terms will students need to know?)

Examine
Outcomes
French and Indian War
Impacted
British
North America
Viewpoints
Colonists
Native Americans

Learning Targets

I can explain how the French and Indian War changed the British's relationship with the Colonists and Native Americans through the passage of laws and regulations such as the Proclamation of 1763.

KCU.AH.6-
8.T3S2.A

TOPIC: Navigation Acts -- 3 Day(s)

Description

Students will examine the Navigation Acts from a variety of viewpoints in order to explain how they contributed to the escalating conflicts between the British and the Colonists.

Academic Vocabulary (What terms will students need to know?)

Examine
Navigation Acts
Escalated
Variety
Viewpoints
Contributed
British
Colonists

Learning Targets

I can explain from a variety of viewpoints how the Navigation Acts escalated the conflict between the British and Colonists.

Assessment: Students will journal from a different point of view than they saw in class how the Navigation Acts impacted the relationship between the British and Colonist.

Journal

KCU.AH.6-
8.T3S1.A

TOPIC: Predicting Future Conflicts and Expansion -- 2 Day(s)

Description

Students will analyze the economic system of the nation, as well as of the North, Middle and Southern colonies to predict the future expansion and conflict.

Academic Vocabulary (What terms will students need to know?)

Analyze
Economic System
Nation
Colonies (North, Middle, South)
Predict
Future
Economic Status

Learning Targets

I can use data, statistics, and other informational texts to make predictions about future expansion and conflicts.

Assessment: Quick Write

Journal

KCU.AH.6-
8.T3S4.B

TOPIC: Excessive Taxation Cubing -- 3 Day(s)

Description

Students will look at the various taxes that the British imposed on the Colonists following the Seven Years War. Students will look at why the taxes were placed, the taxes themselves, as well as the impact the taxes had on the Colonists and the British.

Academic Vocabulary (What terms will students need to know?)

Excessive
Taxation (Taxes)
British
Colonists
Imposed
Seven Years War
Impact
Tea Act
Stamp Act
Sugar Act
Townsend Act

Learning Targets

I can describe the function and purpose of the British excessive taxation of the Colonists.

KCU.AH.6-
8.T3S4.A

I can describe how the excessive taxation of the British impacted the relationship between the British and the Colonists.

KCU.AH.6-
8.T3S4.A

TOPIC: Colonial Government Notes -- 2 Day(s)

Description

Students will look at the structure of the British government and compare it to the governmental structures of the Colonies. Students will also look at the relationship between the governmental structure of the colonies and the excessive taxes placed on the Colonists.

Academic Vocabulary (What terms will students need to know?)

Structure
British
Government
Compare
Governmental Structures
Colonies
Relationship
Excessive Taxes

Learning Targets

I can explain how the colonial governmental structures intensified the conflict between the British and the Colonists.

KCU.AH.6-
8.T3S2.B

TOPIC: Magna Carta and John Locke -- 2 Day(s)

Description

Students will annotate and analyze the Declaration of Independence. Students will then make look at various philosophical and governmental documents including the Magna Carta, English Bill of Rights, and John Locke to understand the historical and political influences used by Thomas Jefferson as he wrote the Declaration of Independence.

Academic Vocabulary (What terms will students need to know?)

Annotate
Analyze
Declaration of Independence
Philosophical
Government
Documents
Magna Carta
English Bill of Rights
John Locke
Historical and Political Influences
Thomas Jefferson

Learning Targets

I can explain how the Magna Carta, English Bill of Rights, and John Locke included influenced the creation of the Declaration of Independence.

KCU.AH.6-
8.T3S1.B

TOPIC: Declaration of Independence DBQ -- 4 Day(s)

Description

Students will complete a DBQ packet over the Declaration of Independence in order to examine the principles of Inalienable rights, popular sovereignty, natural rights, and social contract and how they are prevalent in our society today.

Academic Vocabulary (What terms will students need to know?)

DBQ
Declaration of Independence
Examine
Principles
Inalienable Rights
Popular Sovereignty
Natural Rights
Social Contract
Prevalent
Society

Learning Targets

I can compare the roles of inalienable rights, popular sovereignty, natural rights, and social contract as found in the Declaration of Independence to our society today.

KCU.AH.6-
8.T3S2.C

TOPIC: Regional Conflict and Cooperation -- 2 Day(s)

Description

Students will use a variety of media to research the role geography played in the conflict and cooperation of the three colonial regions leading up to the Revolutionary War. Students will watch video clips from 1776 and complete quick writes on the impact geography played when passing the Declaration of Independence and within the Revolutionary War.

Academic Vocabulary (What terms will students need to know?)

Variety
Media
Research
Role
Geography
Conflict
Cooperation
Colonial Regions
War
Quick Writes
Impact
Declaration of Independence

Learning Targets

I can describe the regional conflicts and cooperation surrounding the passage of the Declaration of Independence and fighting during the American Revolution.

Assessment: Exit Slip

KCU.A.6-8
AH.T3S3

TOPIC: Supporting the War Effort -- 2 Day(s)

Description

Students will analyze the perspective of a diverse group of people and their various levels of support for the American Revolution. Students will look at the specific event of the Boston Massacre to look at the viewpoints of war from both the American and the British perspective.

Academic Vocabulary (What terms will students need to know?)

Analyze
Perspective
Diverse
Various
Support
American Revolution
Specific
Boston Massacre
Viewpoints
American British

Learning Targets

I can describe various groups' level of support for the American Revolution.

Assessment: Quick Write

Journal
KCU.AH.6-
8.T3S5.A

TOPIC: Strengths and Weaknesses of War -- 5 Day(s)

Description

Students will look at the strengths, weaknesses, and strategies of war to explain why the Americans were able to claim victory. Students will complete a battle analysis and create a classroom walking gallery tour museum on specifics of major battles.

Academic Vocabulary (What terms will students need to know?)

Strengths
Weaknesses
Strategies
Americans
Victory
Battle Analysis
Walking Gallery Tour
Specifics
Battles

Learning Targets

I can describe the strengths, weaknesses, and strategies of the Colonists and the British, and explain why the Colonists were victorious.

KCU.AH.6-
8.T3S1.C

TOPIC: Unit 2: The American Revolutionary War Benchmark -- 1 Day(s)

Description

Students will take the Unit 2 Benchmark Assessment.

Learning Targets

Students will demonstrate their knowledge and understand of the causes and effects of the American Revolutionary War.

UNIT: Unit 3: The Constitution -- 22 Day(s)

Unit Description

Students will take an expansive look at the U.S. Constitution. Students will examine why there was a need for a new form of government, as well as the process and compromises needed to create a new form of government. Finally, students will examine and analyze real-life situations and the role the Constitution and Bill of Rights play in our daily lives.

Enduring Understandings/Essential Learner Outcomes

I can explain the ineffectiveness of the old government, and the reasons for creating the Constitution.
I can explain and demonstrate the impact the Constitution and Bill of Rights has on my daily life.

Academic Vocabulary

Constitution
Government
ineffectiveness
Demonstrate
Bill of Rights

TOPIC: Constitutional Convention -- 5 Day(s)

Description

Students will participate in a re-enactment of the Constitutional Convention to analyze the role geography, demographics, population, and the economy played in the development of the Constitution.

Academic Vocabulary (What terms will students need to know?)

Participate
Re-enactment
Constitutional Convention
Analyze
Geography
Demographics
Population
Economy
Development
Constitution

Learning Targets

I can explain how geography, demographics, population, and the economy created a variety of views on how to create a new government.

Assessment: Quiz

KCU.AH.6-
8.T3S1.D

KCU.AH.6-
8.T3S3.B

KCU.AH.6-
8.T3S5.C

TOPIC: Articles of Confederation -- 3 Day(s)

Description

Students will analyze the Articles of Confederation and be able to explain why the Articles were not a successful form of government.

Academic Vocabulary (What terms will students need to know?)

Analyze
Articles of Confederation
Explain
Successful
Government

Learning Targets

I can explain why the Articles of Confederation were not a successful form of government.

Assessment: Exit Slip

KCU.AH.6-
8.T3S2.D

TOPIC: Law, Representation, Separation of Powers, Checks and Balances, Federalism -- 4 Day(s)

Description

Students will look at the specific structures and elements of the newly found government such as the representation, law, separation of powers, checks and balances, and federalism.

Academic Vocabulary (What terms will students need to know?)

Specific
Structures
Government
Separation of Power
Checks and Balances
Federalism
Law
Representation

Learning Targets

I can explain the function of law, representation, and separation of powers.

Assessment: Quiz

KCU.AH.6-
8.T3S2.E

I can explain the purpose and function of checks and balances.

Assessment: Quiz

KCU.AH.6-
8.T3S2.E

I can explain the purpose and function of federalism.

Assessment: Quiz

KCU.AH.6-
8.T3S2.E

TOPIC: Bill of Rights -- 4 Day(s)

Description

Students will examine the Bill of Rights and use real-world scenarios, laws, and court cases to study individual rights and liberties.

Academic Vocabulary (What terms will students need to know?)

Examine
Bill of Rights
Real-world Scenarios
Laws
Court Cases
Individual Rights
Liberties

Learning Targets

I can create a scenario that either violates or upholds my individual rights and civil liberties as described in the Bill of Rights.

Assessment: Project

KCU.AH.6-
8.T3S2.F

TOPIC: Judicial Review, Elastic Clause, and the Amendment Process -- 4 Day(s)

Description

Students will analyze court cases, elections, laws, and other events in order to explain the purpose and function of judicial review, elastic clause, and the amendment process.

Academic Vocabulary (What terms will students need to know?)

Analyze
Court Cases
Laws
Elections
Events
Explain
Established
Challenges
Government

Learning Targets

I can describe the purpose and function of judicial review.
I can explain how judicial review expanded federal power.

Assessment: Exit Slip

KCU.AH.6- 8.T3S2.G	KCU.AH.6- 8.T4S2.B
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I can explain the process of amending the Constitution.

Assessment: Exit Slip

KCU.AH.6- 8.T3S2.G	KCU.AH.6- 8.T4S2.B
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TOPIC: Unit 3 Benchmark Review and Assessment -- 2 Day(s)

Description

Students will review and take the Unit 3 Benchmark Assessment.

Academic Vocabulary (What terms will students need to know?)

Review
Benchmark Assessment

Learning Targets

I can demonstrate my knowledge and understanding of the U.S. Constitution.

Assessment: Benchmark Assessment

UNIT: Unit 4: Early American Life -- 20 Day(s)

TOPIC: Conflicts Arise (Whiskey Rebellion, Washington's Neutrality Act, Jay's Treaty, Pinkney's Treaty) -- 2 Day(s)

Description

Students will look at the early leaders' responses to the social, political, economic, and religion challenges facing the new nation.

Academic Vocabulary (What terms will students need to know?)

George Washington
Cabinet
Conflicts
Whiskey Rebellion
Washington's Neutrality Act
Jay's Treaty
Pinkney's Treaty

Learning Targets

I can describe how the development of the two party system increased participation and realization of American ideals.

Assessment: Exit Slip

KCU.AH.6- 8.T3S1.E	KCU.AH.6- 8.T4S3.A
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TOPIC: Adam's Administration -- 3 Day(s)

Description

Students will take an in-depth look at the XYZ Affair, Alien and Sedition Act, Jay's Rebellion, and the Virginia and Kentucky Resolution.

Academic Vocabulary (What terms will students need to know?)

John Adams
XYZ Affair
Alien and Sedition Act
Virginia and Kentucky Resolution
Jay's Treaty

Learning Targets

I can describe the impact immigration had on society, culture, politics, and the economy based on early laws.

Assessment: Exit Slip

KCU.AH.6-
8.T4S5.E

TOPIC: Developing a two-party system -- 3 Day(s)

Description

Students will examine the similarities and differences between Alexander Hamilton and Thomas Jefferson and the development of the two party political system.

Academic Vocabulary (What terms will students need to know?)

Thomas Jefferson
Alexander Hamilton
Federalists
Democratic-Republicans
party-system
Strict-constitutionalist
loose-constitutionalist
Economic

Learning Targets

I can formulate arguments for both Thomas Jefferson and Alexander Hamilton and their respective political parties.

Assessment: Political Party Bumper Stickers
Project

KCU.AH.6-
8.T4S1.B

I can predict the impact the Louisiana Purchase has on future U.S. conflicts.

Assessment: Quiz

KCU.AH.6-
8.T3S5.D

TOPIC: Boundary Changes -- 2 Day(s)

Description

Students will analyze a series of maps ranging from 1600 to 1803 trace the cause for the boundary changes, as well as predict future conflicts.

Academic Vocabulary (What terms will students need to know?)

Boundary
France
Spain
Britain
Native Americans
Inhabitants
Region
Relationships

Learning Targets

I can describe why the United States' boundaries changed in each map and how it impacted our relationships with other countries and Native Americans.

Assessment: Exit Slip

KCU.AH.6-
8.T4S1.A

TOPIC: Louisiana Purchase -- 4 Day(s)

Description

Students will learn about the Louisiana Purchase and its impact on future conflicts for the U.S.

Academic Vocabulary (What terms will students need to know?)

Louisiana Purchase
expansion
French
impact
territory

Learning Targets

I can give an example of how voting rights and patterns have impacted elections and political movements of the early 19th century.

Assessment: Journal

KCU.AH.6-
8.T4S1.A

TOPIC: The Developing Monetary System -- 2 Day(s)

Description

Students will examine the development of taxes, tariffs, and other monetary policies to establish sustainability and growth.

Academic Vocabulary (What terms will students need to know?)

Examine
Development
Taxes
Tariffs
Monetary Policies
Sustainability
Growth

Learning Targets

I can give examples of how taxes, tariffs, and other monetary policies have been created to stabilize and grow our economy.

Assessment: Journal

KCU.AH.6-
8.T3S4.C

TOPIC: Voting Rights, Patterns, and Political Movements -- 2 Day(s)

Description

Students will analyze the voting rights and patterns of the early 19th century and explain their impacts on elections and political movements.

Academic Vocabulary (What terms will students need to know?)

Analyze
Voting Rights
Patterns
19th Century
Explain
Impacts
Elections
Political Movements

Learning Targets

I can give an example of how voting rights and patterns have impacted elections and political movements of the early 19th century.

Assessment: Journal

KCU.AH.6-
8.T4S2.A

UNIT: Unit 5: Jacksonian Democracy -- 35 Day(s)

Unit Description

This unit will cover the establishment of George Washington as American's first president through the presidency of Andrew Jackson. This unit will focus on the traditions and precedents set by the early American Presidents. In addition, students will look at international conflicts and the impacts of those conflicts on the American society. Students will learn about the development of the two-party system, as well as the expansion of the United States through the purchase of the Louisiana Territory. Finally, students will end the unit studying Jacksonian Democracy and Manifest Destiny.

Enduring Understandings/Essential Learner Outcomes

Students will be able to describe how the early American government set up our political system today.
Students will be able to describe the cause and effect of early American international conflicts.
Students will be able to identify and describe the impact of Westward Expansion.

Academic Vocabulary

- Expansion
- Analyze
- North and South
- Native Americans
- elections
- politics
- Manifest Destiny
- population distribution
- tariffs
- International conflicts
- Jacksonian Democracy
- Louisiana Purchase
- Federalist
- Democratic-Republicans

TOPIC: Election Results Comparison -- 2 Day(s)

Description

Students will analyze the presidential election results of the last five elections. This will teach students how to compare and contrast the results and any changes they notice about voting patterns, party lines, etc. Students will then analyze the election results from 1796-1804 and compare and contrast the results.

Academic Vocabulary (What terms will students need to know?)

- election
- party-lines
- demographics
- voting patterns
- results
- compare
- contrast
- analyze

Learning Targets

I can explain how expanded voting rights and voting patters impacted election and caused political movements.

Assessment: Exit Slip

KCU.AH.6-
8.T4S2.A

I can make comparisons of population distribution, demographics, and migration.

I can explain how population distribution, demographics, and migration impact culture and community life.

Assessment: Exit Slip

KCU.AH.6-
8.T2S3.C

TOPIC: Judicial Review and Increased Powers -- 4 Day(s)

Description

Students will review the Supreme Court case of Marbury v. Madison. Students will then look at McCulloch v. Maryland and Ogden v. Gibbons and identify and describe how those cases represent the expansion of powers by the judicial branch.

Academic Vocabulary (What terms will students need to know?)

Supreme Court
John Marbury
James Madison
Judicial Review
McCulloch v. Maryland
Ogden v. Gibbons
judicial power

Learning Targets

I can describe the three expansions of power the Supreme Court claimed as a result of Marbury v. Madison, McCulloch v. Maryland, and Ogden v. Gibbons.

Assessment: Exit Slip

KCU.AH.6-
8.T4S2.B

TOPIC: Manifest Destiny -- 4 Day(s)

Description

Students will learn about the idea of Manifest Destiny and the United States' Expansion to the west coast.

Academic Vocabulary (What terms will students need to know?)

Manifest Destiny
West Coast
Expansion
Annexation

Learning Targets

I can describe the impact Manifest Destiny had on the United States.

Assessment: Enlarging the United States Activity
Project

KCU.AH.6-
8.T2S1.E

TOPIC: Benchmark Review/Benchmark Assessment -- 2 Day(s)

Description

Students will spend one day reviewing for the Benchmark Assessment and one day taking the assessment on Mastery Connect

Academic Vocabulary (What terms will students need to know?)

See previous Lessons

Learning Targets

I can demonstrate my understanding over the content in Unit 4: Early American Life.

Assessment: Common Assessment

UNIT: Unit 6: Crisis and Conflict- The American Civil War -- 29 Day(s)

Unit Description

During this unit, students will learn about the social, political, and economic life leading up to and during the American Civil War.

Enduring Understandings/Essential Learner Outcomes

I can describe the political, social, and economic causes and effects of the American Civil War.

I can describe the strategies, strengths and weaknesses, and goals of the North and South during the American Civil War.

I can describe how sectionalism changed the political dynamics of the United States.

8-Social Studies (2016)

Wright City R-II
Social Studies
Grade 8, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary

Political
Social
Economic
Cause and Effect
Strategies
Strengths
Weakness
Goals
North
South
Civil War
Sectionalism
dynamics
United States

TOPIC: Northern vs. Southern Lifestyles -- 4 Day(s)

Description

Students will analyze the social, political, economic, and cultural conditions of the North and South.

Academic Vocabulary (What terms will students need to know?)

Compare and Contrast
Describe
North and South
Social
Political
Cultural
Economic

Learning Targets

I can compare and contrast the social, political, economic, and cultural conditions of the North and South.

Assessment: Quiz

KCU.AH.6-
8.T5S1.B

I can describe why there is conflict between the North and South.

Assessment: Quiz

KCU.AH.6-
8.T5S1.B

TOPIC: Turning Points of the Civil War -- 6 Day(s)

Description

Students will look at early battles of the Civil War before taking a closer look at the Battles of Gettysburg, Antietam, and Vicksburg.

Academic Vocabulary (What terms will students need to know?)

Battles
Civil War
Describe
Antietam
Gettysburg
Vicksburg

Learning Targets

I can explain the development of political parties.

Assessment: Lab

KCU.AH.6-
8.T5S1.C

TOPIC: Political Compromises Over Slavery -- 4 Day(s)

Description

Students will take an in-depth look at each the Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act and analyze their impact on territories and secular conflicts leading up to the American Civil War.

Academic Vocabulary (What terms will students need to know?)

Slavery
Missouri Compromise
Compromise of 1850
Kansas-Nebraska Act
Analyze
Impact
Territories
Conflict
American Civil War

Learning Targets

I can compare and contrast the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

Assessment: Quiz

KCU.AH.6-
8.T5S1.A

I can explain how the Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act increased the tension between U.S. territories and regions.

Assessment: Quiz

KCU.AH.6-
8.T5S1.A

TOPIC: Power of Political Parties -- 3 Day(s)

Description

Students will learn about the development of political parties and their influence in selecting a leader. Students will use the Election of 1860 to as a case study.

Academic Vocabulary (What terms will students need to know?)

Political Party
Development
Influence
Selection
Leaders
Election of 1860
Case Study

Learning Targets

I can explain the development of political parties.

Assessment: Lab

KCU.AH.6-
8.T5S2.C

I can use the Election of 1860 to describe how political parties influence the selection of leaders.

Assessment: Lab

KCU.AH.6-
8.T5S2.C