



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Gifted Social Studies Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. Our Gifted program has a guiding characteristic focused on the provision of differentiated studies, addressing both cognitive and affective development. Within the Gifted program, facilitators are expected to adapt learning opportunities/experiences to meet the specific needs of each learner as those needs present themselves over the course of the year. Various methods are suggested for meeting the needs of the specific learners in the gifted classroom, including: choice, project work in individual and group settings that challenge growth, personalized learning, thematic exploration of concepts, regular class meetings/conversations on topics relevant to gifted students, student interest projects, using content as a context for higher order thinking, genius hour, and participation in local and national competitions. Coursework and class time are intentionally designed to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Curriculum Note: This curriculum has been designed using tenets of project-based learning (PBL), which is reflective of effective gifted education. As such, the curriculum is written featuring Engaging Scenarios, driving questions, and milestones.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
August - November	Unit 1: US Early American History Eras Tour	Eras Tour - Early Exploration, Colonization, American Revolution, Creation of Gov't, Westward Expansion, Reformation Movements, Civil War and Reconstruction
November - December	Unit 2: Memorials Honoring History	Eras Tour Topics and STEM (Creation of Memorial)
January	Unit 3: My Future Self	People of the Past Planning for their Future (Eras Tour) High School Planning and Beyond
February - March	Unit 4: An Ideal High School	Education in Early America and How its Evolved Historical Issues in Schools and Today STEAM - Creating an Ideal High School
March - May	Unit 5: Writing for Change	People of the Past Advocating for Change Creation of US Constitution Advocating for Present Day Change
<u>Year-Long Instructional Topics</u>		Developing Questions to Research a Topic Drawing Insightful Conclusions based on Research Embracing a Growth Mindset Selecting End Products Articulating Thinking - Verbal and Written Providing Constructive Feedback

Additional Structures

Timeframe	Structure	Topics
Weekly	Conversations	SS based spotlight videos (Crash Course, TedED, etc.) Think About it Video (SEL) Precept Discussion (SEL)
Monthly	Current Event	Various - based on Jr. Scholastic Magazine, CNN10, other reliable sources

Unit 1: Eras Tour

Subject: Gifted

Grade: 8

Name of Unit: Eras Tour

Length of Unit: 13 Weeks

Overview of Unit: In this interdisciplinary project, learners explore a choice period of time in American history prior to 1870. They develop questions based on the enduring understandings and conduct in-depth research leading them to be an expert historian on their chosen time period. As an expert historian, they will develop an end product that teaches others about their time period in a creative, engaging, interesting, and informative manner. Ideas for end products include, but are not limited to, a museum exhibit, website, book, documentary, podcast, etc.

Priority Standards for units:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C "With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue."
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- 6-8.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.
- 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.
- 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture.

- 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.
- 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.AH.1.CC.A	The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.	Creating	3
6-8.AH.1.CC.B	The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.	Analyzing	3

6-8.AH.1.CC.C	After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	Analyzing	3
6-8.AH.1.CC.D	The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.	Analyzing	3
6-8.AH.1.CC.E	The student will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources. The student will recognize the challenges and opportunities faced by those trying to address the problem. Then, the student will analyze the results/solutions to the problem.	Analyzing	3
6-8.AH.1.GS.A	The student will examine and analyze laws, policies, and processes in American history prior to 1870. The student will read and interpret the law, policy, or process and determine how individuals and groups are affected. The student will summarize and form an opinion as to what the law, policy, or process means. The student will cite historical evidence to determine how this law, policy, or process affected individuals or groups. This could be accomplished through debate, legislation, research, and/or a mock trial.	Analyzing	3
6-8.AH.1.G.A	The student will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870. The student will combine multiple	Analyzing	3

	sources of information to create a representation.		
6-8.AH.1.G.B	The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.	Analyzing	3
6-8.AH.1.EC.A	Given an economic event in American society prior to 1870, the student will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society. This will include analyzing economic decisions to determine the opportunity costs and benefits to individuals and groups.	Analyzing	3
6-8.AH.1.PC.A	The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.	Evaluating	3
6-8.AH.1.PC.B	Using an American history lens, the student will examine the origins and influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	Evaluating	3

Essential Questions:

1. What led to the establishment of America, and what was its impact on indigenous peoples?
2. How did America grow and change between 1492 and 1870?
3. How did governmental systems affect individuals and various groups of people in American society prior to 1870?

4. How did the physical and human characteristics of regions in the Americas prior to 1870 connect to changing identity and culture within society?
5. How did economic decisions impact society as a whole, within diverse groups of people and individually throughout the various regions of America prior to 1870?
6. How did the establishment of social structures impact various groups of people and the relationships between those groups?

Enduring Understanding/Big Ideas:

1. There are various perspectives that need to be considered in American history and the events that took place.
2. Early America faced many difficult issues related to the establishment of The United States of America. There were many challenges and opportunities faced by those trying to address the issues.
3. Established laws, policies, and processes within the developed governmental systems impacted individuals and groups in society in various ways.
4. There are relationships and patterns or trends related to where people settled or moved throughout America.
5. Physical and human characteristics of varying regions around America connect to changing identity and culture within society.
6. There are opportunity costs and benefits of economic decisions on society as a whole, within diverse groups of people, and on individuals.
7. Peoples' perspectives shape sources and artifacts that are created.
8. Social structures and stratification were created in early American society which impacted relationships between people.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Evaluate • Descriptive language • Bias • Perspective • Omission • Immigration • Culture • Economy • Interpret	<u>Early American Exploration:</u> • Vocab - Conquistadors, Columbian Exchange, Sponsor • Important People- Columbus, Coronado, Cabot, Ponce De Leon, Cortes, Champlain <u>Colonization:</u> • Vocab - Puritans, Colonists, Separatists, Colony, Triangular Trade, Proprietary, Charter, Middle Passage, Region • Important People - John Smith, John Rolfe, King James I, Pocahontas, William Bradford, Anne Hutchinson, William Penn, Roger Williams

- Posterity
- Apply
- Explain
- Entrepreneur
- Innovation
- Assess
- Secede
- Abolish
- Division

American Revolution:

- Vocab - Declaration, Tariff, Loyalist/Tories, Patriot, Monarchy, Unalienable rights, Boycott, Popular sovereignty
- Important People - George Washington, John Adams, Thomas Jefferson, King George III, Samuel Adams, Marquis de Lafayette, John Locke, Thomas Paine

Creation of Government:

- Vocab - Articles of Confederation, Great Compromise, 3/5ths Compromise, Limited government, Rule of law, Separation of powers, Checks and balances, Federalism, Popular sovereignty, Due process
- Important People - George Washington, John Adams, Thomas Jefferson, Daniel Shays, Alexander Hamilton

Westward Expansion:

- Vocab - Expansionism, Manifest Destiny, Barbed wire, Gold Rush, Entrepreneur, Innovation, Migration, Industrial Revolution
- Important People - Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, Francis Lowell, General de Santa Anna, Stephen Austin, Sam Houston, James K. Polk, Donner Party, Davy Crockett, Henry Clay, John Quincy Adams

Movements in Early American History:

- Vocab - Abolitionism, Jacksonian Democracy, Declaration of Sentiments, Suffragette, Suffrage, Spoil's System, Temperance, Disenfranchisement, Underground Railroad
- Important People - Andrew Jackson, Harriet Tubman, William Lloyd Garrison, Frederick Douglass, Elizabeth Cady Stanton, Lucretia Mott, Harriett Beecher Stowe, Henry Clay, Horace Mann, Nat Turner, John Brown

Civil War:

- Vocab - Union, Confederacy, Nullification, Secede, Compromise, Popular Sovereignty, Emancipation, Sectionalism, Agrarian, Antebellum
- Important People - Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S Grant, George McClellan,

	Dorothea Dix, Clara Barton, John Wilkes Booth, Andrew Johnson <u>Reconstruction:</u> • Vocab - Reconstruction, Sharecropping, Jim Crow Laws, Scottsboro Boys, Carpetbaggers, Impeachment, Literacy test, Poll tax, Tenant farming, Freedman's Bureau, Scalawags, Assassination • Important People - Abraham Lincoln, Andrew Johnson, Ulysses S Grant, KKK, Benjamin Wade, Henry Davis
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Engaging Scenario - Eras Tour

In this interdisciplinary project, learners explore a choice period of time in American history prior to 1870. They develop questions based on the enduring understandings and conduct in-depth research leading them to be an expert historian on their chosen time period. As an expert historian, they will develop an end product that teaches others about their time period in a creative, engaging, interesting, and informative manner. Ideas for end products include, but are not limited to, a museum exhibit, website, book, documentary, podcast, etc.

Driving Question:

What lessons can we learn from various eras in American history prior to 1870, and why do those lessons matter to us today?

Engaging Scenario Milestones:

1. What “eras” in American history prior to 1870 have made an impact on where we are as a country today?
2. How have the events in American history impacted who we are as a country today?
3. How can I creatively and effectively share about an early American “era” with others to help them understand how what happened in the past is impacting us today?
4. How can American society use events of the past to make us better today?

Unit 2: Memorials Honoring History

Subject: Gifted

Grade: 8

Name of Unit: Memorials Honoring History

Length of Unit: 4 Weeks

Overview of Unit: In this interdisciplinary project, learners explore and conduct research related to various memorials that have been created to honor people and events in history. They take on the role of a monumental mason and utilize The Design Process to create a memorial representing their previously researched era in American history that is impactful and will withstand the test of time.

Priority Standards for units:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C "With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue."
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

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6-8.AH.1.CC.A	The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.	Creating	3
6-8.AH.1.CC.B	The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.	Analyzing	3
6-8.AH.1.CC.C	After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	Analyzing	3
6-8.AH.1.CC.D	The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.	Analyzing	3
6-8.AH.1.PC.A	The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context	Evaluating	3

	surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.		
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Essential Questions:

1. How do people decide what should or should not be memorialized in history?
2. How have people historically developed memorials that honor important people, events, or time periods in history?
3. How do monumental masons create memorials that are impactful and withstand the test of time?

Enduring Understanding/Big Ideas:

1. There are various perspectives that need to be considered when people choose to memorialize important people, events, or time periods in history.
2. The United States has countless memorials throughout the country that have been created in diverse ways.
3. Monumental masons utilize The Design Process to create memorials that are impactful and withstand the test of time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Evaluate • Descriptive language • Bias • Perspective • Omission • Interpret • Posterity • Apply • Explain • Innovation • Design Process	• cenotaph • memorial • column • monument • national monument • obelisk • pantheon • mason

Engaging Scenario - Memorials Honoring History

In this interdisciplinary project, learners explore and conduct research related to various memorials that have been created to honor people and events in history. They take on the role of a monumental mason and utilize The Design Process to create a memorial representing their previously researched era in American history that is impactful and will withstand the test of time.

Driving Question:

How can I create a memorial that honors an era in American history prior to 1870 that is impactful and will withstand the test of time?

Engaging Scenario Milestones:

1. What should/shouldn't be memorialized in American history?
2. How have people memorialized events/people in American history?
3. What/who should be memorialized from my "Era Tour"?
4. How can I create a memorial that will withstand the test of time for an event/person from my "Era Tour"?

Unit 3: My Future Self

Subject: Gifted

Grade: 8

Name of Unit: My Future Self

Length of Unit: 4

Overview of Unit: In this interdisciplinary project, learners explore how people in American history prior to 1870 made plans for their future and how the decisions they made impacted the lives they lived. They will then make the connection between planning for the future in the past and how they have to begin planning for their own future. Learners will ultimately create a vision board via a choice medium that reflects what they want their future to hold.

Priority Standards for units:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C "With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue."
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture.
- 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.
- 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and

understand how decisions and proposed solutions impact local and global communities.

- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.AH.1.CC.A	The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.	Creating	3
6-8.AH.1.CC.B	The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.	Analyzing	3
6-8.AH.1.CC.C	After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	Analyzing	3
6-8.AH.1.CC.D	The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students	Analyzing	3

	will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.		
6-8.AH.1.G.B	The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.	Analyzing	3
6-8.AH.1.EC.A	Given an economic event in American society prior to 1870, the student will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society. This will include analyzing economic decisions to determine the opportunity costs and benefits to individuals and groups.	Analyzing	3
6-8.AH.1.PC.A	The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.	Evaluating	3

Essential Questions:

1. How did people in history take ownership of their future, and how do I do the same?
2. How did decisions in history impact where we are today, and how do the decisions I make today directly influence my future?
3. How did people in the past decide what they were going to do to support themselves, and how do I start career planning now?
4. How did people in the past further the skills they used to be successful in life, and why must I grow towards developing career readiness skills now?

OR:

5. Where am I going?
6. How do I get there?

Enduring Understanding/Big Ideas:

1. People in history made choices about the future based on challenges they faced and dreams of a better life, while individuals at my age begin making important decisions through assuming increasing levels of independence.
2. Decisions made in the past directly impact where we are today, while there are many internal and external influences that may impact my own perceptions affecting how I make decisions.
3. Choices made in the past led to both opportunities and consequences for various groups of people, while personal and lifestyle choices made now and during high school do the same regarding my future career options.
4. People in history had to adapt, change, and grow in order to lead a successful life just like it is my responsibility to make academic and extracurricular activity choices a relevant aspect of my career-planning efforts.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Prognosticate • Analyze • Evaluate • Perspective • Omission • Interpret • Posterity • Apply • Explain • Innovation	• Conquistadors • Immigrate • Emigrate • Migrate • Expansionism • Manifest Destiny • Abolitionism • Declaration of Sentiments • Secede

Engaging Scenario - My Future Self

In this interdisciplinary project, learners explore how people in American history prior to 1870 made plans for their future and how the decisions they made impacted the lives they lived. They will then make the connection between planning for the future in the past and how they have to begin planning for their own future. Learners will ultimately create a vision board via a choice medium that reflects what they want their future to hold.

Driving Question:

How did people in the past make decisions that led to success, and how do I make good decisions now to help me be a successful person in the future?

Engaging Scenario Milestones:

1. Reflection on Middle School Experiences - Reflect to gain perspective on high school.
2. My High School Experience - What do you want to accomplish by the end of high school?
3. Beyond the Walls of the Classroom - What can I do now to help make my dreams/goals more attainable?
4. Pulling it All Together - Considering all your options, organize your plan.

Unit 4: Creating an Ideal High School

Subject: Gifted

Grade: 8

Name of Unit: Creating an Ideal High School

Length of Unit: 7 weeks

Overview of Unit: In this interdisciplinary project, learners explore early American schools and education prior to 1870 before working to develop questions and conduct research about what would make an ideal high school experience for them.

Priority Standards for units:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C "With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue."
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture.
- 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.

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- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
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- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

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6-8.AH.1.CC.B	The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.	Analyzing	3
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6-8.AH.1.G.B	The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.	Analyzing	3
6-8.AH.1.EC.A	Given an economic event in American society prior to 1870, the student will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society. This will include analyzing economic decisions to determine the opportunity costs and benefits to individuals and groups.	Analyzing	3

Essential Questions:

1. What are the characteristics of effective schools?
2. How can I structure a school to meet the needs of all types of learners?
3. What types of classes are missing from our current curriculum?
4. How do schools provide extracurricular activities that address the passions and interests of all students?
5. How does leadership and staff at a school impact the success of learners?

Enduring Understanding/Big Ideas:

1. Education has evolved over time.
2. Safe learning spaces are ideal for teachers and students.
3. An ideal school environment attracts teachers who are knowledgeable, care about student learning, and adapt their instruction to meet the needs of their learners.
4. When learners see curriculum as relevant to their lives, they are more invested in learning.
5. There are various ways to authentically assess learners in a way that meets their needs and allows them to succeed.
6. Being given choices allows learners to feel valued and heard when it comes to their education.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Design Process • Ideal • Curriculum • Analyze • Evaluate • Perspective • Interpret • Apply • Explain • Innovation	• Dame Schools • Hornbook • McGuffey's Reader • One Room School • Slates • Compulsory Education

Engaging Scenario - Creating an Ideal High School

In this interdisciplinary project, learners explore early American schools and education prior to 1870 before working to develop questions and conduct research about what would make an ideal high school experience for them.

Driving Question:

How can I create an ideal school to improve the state of education in my community?

Engaging Scenario Milestones:

1. How have schools evolved through the years?
2. What are some issues schools are struggling with today?
3. How can I design a school to address the needs of all learners in our ever-changing society?

Unit 5: Writing for Change

Subject: Gifted

Grade: 8

Name of Unit: Writing for Change

Length of Unit: 8 weeks

Overview of Unit: In this interdisciplinary project, learners explore various instances in American history, prior to 1870, where people created change related to protecting life and liberty. Following their exploration, learners will focus on a political or social issue important to them and create a choice project advocating for change.

Priority Standards for units:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history.
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C "With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue."
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affecting individuals and groups in society in world history prior to c.1450
- 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture.
- 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.AH.1.CC.A	The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.	Creating	3
6-8.AH.1.CC.B	The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.	Analyzing	3
6-8.AH.1.CC.C	After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	Analyzing	3

6-8.AH.1.CC.D	The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.	Analyzing	3
6-8.AH.1.CC.E	The student will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources. The student will recognize the challenges and opportunities faced by those trying to address the problem. Then, the student will analyze the results/solutions to the problem.	Analyzing	3
6-8.WH.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, using a World History I (prior to c. 1450) perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	Evaluating	3
6-8.AH.1.G.B	The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.	Analyzing	3
6-8.AH.1.PC.A	The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.	Evaluating	3

6-8.AH.1.PC.B	Using an American history lens, the student will examine the origins and influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	Evaluating	3
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Essential Questions:

1. How did the government affect individuals and groups in American society prior to 1870?
2. How does the government currently affect individuals and groups in American society today?
3. How did people in the past and people of today effectively create change for a better future?
4. How do people today effectively create change for communities?

Enduring Understanding/Big Ideas:

1. The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.
2. Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
3. Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.
4. Civic virtue is the cement that holds a democratic society together.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Petition • Analyze • Evaluate • Perspective • Omission • Interpret • Posterity • Apply • Explain • Innovation	• Articles of Confederation • US Constitution • Bill of Rights • Abolitionists • Suffrage Movement

Engaging Scenario - Writing for Change

In this interdisciplinary project, learners explore various instances in American history, prior to 1870, where people created change related to protecting life and liberty. Following their exploration, learners will focus on a political or social issue important to them and create a choice project advocating for change.

Driving Question:

How can I learn from the past to better engage as a member of my local, national, and global community now?

Engaging Scenario Milestones:

1. How does the Constitution Guide our Government?
2. How do certain laws, policies, and processes affect various individuals differently?
3. How have laws that have been passed or changed in the past made our society more or less just?
4. What kind of changemaker do you want to be?
5. What do I care about and why?
6. How can I better understand my issue and encourage others to care?

National Association of Gifted Children Programming Standards for Teachers:

- NAGC-LEARNING AND DEVELOPMENT.1: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- NAGC-ASSESSMENT.2: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
- NAGC-CURRICULUM PLANNING AND INSTRUCTION.3: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
- NAGC-LEARNING ENVIRONMENTS.4: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.
- NAGC-PROGRAMMING.5: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.
- NAGC-PROFESSIONAL DEVELOPMENT.6: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.