



US History 8 Curriculum

Board Approved: March 21, 2024

Course Information

Course Description:

This course will guide students through an in-depth study of United States history, commencing with the Native American experience and European exploration, and culminating in the era of Reconstruction after the Civil War. The curriculum will encompass a wide array of topics spanning exploration, the colonial period, the American Revolution, the U.S. Constitution, westward expansion, reform movements, the Civil War, and Reconstruction. This course is deliberately crafted as a people's history of the United States, providing ample opportunities for students to explore the profound multifaceted and multicultural tapestry that shapes our nation.

Transfer Goals:

- Pose and pursue questions to better understand issues or identify patterns based on evidence.
- Evaluate claims and analyze issues to verify the credibility of different points of view.
- Cite evidence to make predictions, persuade, or draw conclusions.
- Communicate information and ideas through writing, speaking, and illustrations for a target audience using appropriate vocabulary.
- Evaluate how individuals and groups influence or change communities (local, national, global) over time.
- Apply social studies concepts and content to make connections to a given situation, problem, or challenge.
- Analyze the relationship between geography and people (society/civilizations).

Curriculum Standards: [Social Studies Grades 6-12 Missouri Learning Standards](#)

Curriculum Resource(s): *United States Beginning to 1877, Holt/McDougal (2013)*

**priority standards indicated in bold*

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Unit 1: Settlement

Timeframe: 5 weeks

Unit Description: In this unit, students will apply the five themes of geography to study early North American civilizations. This unit will also cover the motivations for establishing English settlements in North America, as well as their prosperity and adversity during the colonial period. Students will analyze important cause-and-effect events that led to and resulted from the European settlement of North and South America.

- A. Native Americans/Exploration
- B. Colonization

Enduring Understandings:

- Interactions between Native American civilizations and European colonizers fundamentally shaped the course of American history.
- The establishment and expansion of European colonies in North America led to conflicts and negotiations with Native American tribes, resulting in significant changes in power dynamics, land ownership, and cultural exchange.
- The institution of slavery played a central role in the economic development of the American colonies and the United States, leading to deep social, political, and economic divisions that persist throughout the American story.

Essential Questions:

- What pushed/pulled European powers to establish colonies in North America?
- How did climate and geography impact the exploration, settlement, survival in, and economy of the Americas?
- How did colonization impact indigenous populations in North America?
- How did different values create different subcultures in various colonial regions?

Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>6-8.AH.1.CC.C</u>	● I can create a research product that identifies and analyzes the strengths of one colonial region.
<u>6-8.AH.1.CC.D</u>	● I can gather information from multiple sources to draw conclusions about the thirteen original colonies.
<u>6-8.AH.1.CC.E</u>	● I can identify the successes and failures of early colonies in North America.
<u>6-8.AH.1.G.A</u>	● I can create a map of important historical communities as well as identify physical features that are important to the establishment of those communities.

**priority standards indicated in bold*

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<p><u>6-8.AH.1.G.B</u></p>	<ul style="list-style-type: none"> ● I can apply the five themes of geography to compare early North American civilizations. ● I can understand how a region's climate and geography impact the economy and settlement patterns of the region.
<p><u>6-8.AH.1.G.C</u></p>	<ul style="list-style-type: none"> ● I can identify the three colonial regions and how the geographical, economic, and social characteristics shaped the colonies within the region.
<p><u>6-8.AH.1.PC.B</u></p>	<ul style="list-style-type: none"> ● I can analyze the interactions between European colonists and Native American tribes, including cooperation and conflict, and evaluate the consequences for both groups.
<p><u>6-8.AH.1.EC.A</u></p>	<ul style="list-style-type: none"> ● I can analyze the motivations behind European exploration and colonization, including economic opportunities, religious freedom and/or persecution, and the search for new trade routes.

**priority standards indicated in bold*

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Unit 2: Revolution

Timeframe: 7 weeks

Unit Description: In this unit, students will examine the escalating factors that led to the events of the American Revolution. They will analyze the relationship between Great Britain and the colonies before and during the American Revolution. Students will learn how patriots overcame adversity to gain independence from the British Empire, and how leaders emerged that would shape the new country.

- A. Causes of Revolution
- B. Revolution

Enduring Understandings:

- The American Revolution was a turning point in the nation's history, as colonists fought for independence from British rule and established the foundations for a new nation based on principles of self-governance, individual rights, and limited government.
- The American Revolution was fueled by a growing sense of colonial identity and a desire for independence, driven by the spread of Enlightenment ideas and a commitment to principles of democracy and self-determination.
- The American Revolution emerged from a series of escalating conflicts and events, such as the Boston Massacre, the Intolerable Acts, and the battles of Lexington and Concord.
- Leadership can play a significant role in the outcome of war.
- Influential thinkers like John Locke and Thomas Paine emphasized natural rights, individual freedoms, and the right to rebel against oppressive governments.
- The Declaration of Independence and the writings of various philosophers articulated the colonists' belief in their right to form an independent nation based on these principles.

Essential Questions:

- What were the economic, political, and social causes of the American Revolution?
- What role did individual leadership play in inspiring the actions of patriots and sustaining their struggle for self-rule?
- How did Britain's treatment and neglect of the colonists gradually lead to independence?
- How did the American colonies gain independence despite military and economic disadvantages?
- What historical experiences, philosophies, and propaganda influenced American ideas about government?

**priority standards indicated in bold*

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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>6-8.AH.1.CC.A</u>	<ul style="list-style-type: none"> ● I can identify events in chronological order leading up to the Revolutionary War.
<u>6-8.AH.1.CC.B</u>	<ul style="list-style-type: none"> ● I can analyze the contributions and challenges faced by diverse groups in the early years of the United States.
<u>6-8.AH.1.CC.C</u>	<ul style="list-style-type: none"> ● I can identify and use appropriate sources to gather historical information about events leading up to the Revolutionary War.
<u>6-8.AH.1.CC.D</u>	<ul style="list-style-type: none"> ● I can interpret information from multiple sources to draw conclusions about colonial unrest.
<u>6-8.AH.1.CC.E</u>	<ul style="list-style-type: none"> ● I can explain the causes and consequences of the American Revolution.
<u>6-8.AH.1.GS.A</u>	<ul style="list-style-type: none"> ● I can describe the purpose and goals of the Constitutional Convention and compromises reached during the drafting of the Constitution ● I can analyze the structure and principles of the United States Constitution. ● I can examine the Bill of Rights and other important amendments to the Constitution and explain how they protect individual rights and limit the powers of government.
<u>6-8.AH.1.PC.A</u>	<ul style="list-style-type: none"> ● I can examine the impact of key individuals on the development of the early republic.
<u>6-8.AH.1.PC.B</u>	<ul style="list-style-type: none"> ● I can analyze how the American Revolution impacted various social structures and evaluate the long-term social changes.

**priority standards indicated in bold*

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Unit 3: New Nation

Timeframe: 6 weeks

Unit Description: In this unit, students will learn about the creation of the United States Constitution and the processes the Constitution establishes for the federal government. Students will examine the impact of presidencies from Washington to Jackson, examine major events and policies of each presidency, and determine how these affected the United States.

- A. Constitution
- B. Early Republic

Enduring Understandings:

- The U.S. Constitution established a unique system of government based on the principles of separation of powers, checks and balances, and federalism, which continue to shape the operation of America.
- Societies resolve conflicts through legal procedures, force, and/or compromise.
- Citizens enter into a “contract” with their government whereby they give up certain liberties for others to be protected.
- When groups of people differ in ideology, political parties arise which causes both debate and discord.
- A democratic republic depends on its citizens understanding and respecting their individual rights and responsibilities.

Essential Questions:

- Why was it important to establish a system of government that incorporates democratic ideals such as popular sovereignty, separation of powers, and protection of individual rights.?
- To what extent did compromise play a significant purpose in the creation of a new Constitution?
- What challenges will the new nation face and how will they overcome them?
- How do people work through differing ideas of what government should be?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>6-8.AH.1.CC.A</u>	<ul style="list-style-type: none"> ● I can identify events in chronological order leading up to the Revolutionary War.
<u>6-8.AH.1.CC.B</u>	<ul style="list-style-type: none"> ● I can analyze the contributions and challenges faced by diverse groups in the early years of the United States.
<u>6-8.AH.1.CC.C</u>	<ul style="list-style-type: none"> ● I can identify and use appropriate sources to gather historical information about events leading up to the Revolutionary War.
<u>6-8.AH.1.CC.D</u>	<ul style="list-style-type: none"> ● I can interpret information from multiple sources to draw conclusions about colonial unrest.

**priority standards indicated in bold*

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<u>6-8.AH.1.CC.E</u>	<ul style="list-style-type: none"> ● I can explain the causes and consequences of the American Revolution.
<u>6-8.AH.1.GS.A</u>	<ul style="list-style-type: none"> ● I can describe the purpose and goals of the Constitutional Convention and compromises reached during the drafting of the Constitution ● I can analyze the structure and principles of the United States Constitution. ● I can examine the Bill of Rights and other important amendments to the Constitution and explain how they protect individual rights and limit the power of government.
<u>6-8.AH.1.PC.A</u>	<ul style="list-style-type: none"> ● I can examine the impact of key individuals on the development of the early republic.
<u>6-8.AH.1.PC.B</u>	<ul style="list-style-type: none"> ● I can analyze how the American Revolution impacted various social structures and evaluate the long-term social changes.

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Unit 4: Expansion

Timeframe: 4 weeks

Unit Description: In this unit, students will explore the factors that motivated different groups of people to migrate toward the Pacific Ocean. Key topics covered in this unit include the concept of Manifest Destiny, the Oregon Trail, the California Gold Rush, the Alamo, the annexation of Texas, the Trail of Tears, and the Mexican-American War.

A. Westward Expansion

Enduring Understandings:

- The movement of people and ideas affects all.
- Individuals migrate for a variety of reasons including conflict and the search for improved opportunities in their lives due to religious, economic, and cultural motivations.
- Westward expansion led to the development of new industries, transportation networks, and agricultural practices that transformed the American economy and way of life.
- The 19th-century expansion of the United States led to clashes with Native American tribes, the incorporation of new territories, and the spread of slavery.

Essential Questions:

- Why did Americans move westward in the 19th century and what factors influenced their decision to do so?
- What were the opportunity costs behind westward expansion, and how did the growth of industry and trade contribute to it?
- How did the concept of Manifest Destiny shape the attitudes and actions of various groups during the period of westward expansion?
- How did westward expansion contribute to the sectional tensions and ultimately the outbreak of the Civil War?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
6-8.AH.1.CC.D 6-8.AH.1.PC.A	<ul style="list-style-type: none"> • I can analyze primary and secondary sources to gain insights into the experiences and perspectives of individuals involved in westward expansion.
6-8.AH.1.PC.B	<ul style="list-style-type: none"> • I can analyze the motivations and experiences for westward expansion, including challenges faced and opportunities sought by pioneers, settlers, and immigrants.
6-8.AH.1.G.C	<ul style="list-style-type: none"> • I can locate major routes used during westward expansion.
6-8.AH.1.EC.A	<ul style="list-style-type: none"> • I can evaluate the social, economic, and environmental effects of westward expansion on both the new settlers and Native American populations

**priority standards indicated in bold*

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Unit 5: Reform

Timeframe: 6 weeks

Unit Description: In this unit, students will explore the social issues surrounding secession and Civil War, highlighting the significant role of economic and cultural disparities. Topics explored include the contrasting northern and southern cultures and technological advancements and their implications. The unit examines the debates surrounding the balance of power between state and national governments, the political divisions that deepened the divide, and the central issue of slavery.

- A. Reforms
- B. Causes

Enduring Understandings:

- Economic development and industrialization during this period led to significant social and cultural changes, including urbanization, the rise of labor movements, technological advancements, and increased immigration, all of which contributed to the shaping of modern America.
- Understand the causes of the Civil War were transformative events in American history that addressed issues of slavery, citizenship, and the balance of power between the federal government and the states, shaping the nation's trajectory for years to come.
- Societies resolve conflicts through legal procedures, force, and/or compromise.
- Culture is both a unifying and divisive force in human relations.

Essential Questions:

- In what ways did America change as a result of the major social, political, and economic issues that led to the rise of reform movements in the 19th century?
- What impact/change did the various reform movements have on society?
- What was the importance of the key events, compromises, and legislation leading up to the Civil War, such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act?
- What were the social, cultural, and economic differences between the North and the South that intensified the divisions and led to conflict?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>6-8.AH.1.CC.A</u>	● I can create a timeline of the major events leading up to the Civil War.
<u>6-8.AH.1.CC.C</u>	● I can identify and use appropriate sources to gather historical information on a Civil War topic.
<u>6-8.AH.1.CC.D</u>	● I can interpret information from multiple sources to draw conclusions about reforms.

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<u>6-8.AH.1.CC.E</u>	<ul style="list-style-type: none"> ● I can deconstruct the Southern argument over state’s rights and its correlation to enslavement. ● I can determine how specific events, court cases, and social movements led to the Civil War. ● I can identify and compare the advantages and disadvantages of the North and the South during the Civil War. ● I can identify social and economic changes in the nation as a result of the Civil War.
<u>6-8.AH.1.GS.A</u>	<ul style="list-style-type: none"> ● I can determine how specific events, court cases, and social movements led to the Civil War. ● I can deconstruct the Southern argument over state’s rights and its correlation to enslavement. ● I can analyze the political, economic, and social reforms implemented during Reconstruction.
<u>6-8.AH.1.G.B</u>	<ul style="list-style-type: none"> ● I can identify and compare the advantages and disadvantages of the North and the South during the Civil War.
<u>6-8.AH.1.EC.A</u>	<ul style="list-style-type: none"> ● I can describe the changes in technological advancements in both the Northern and the Southern economies. ● I can explain the political and economic divisions between the Northern and Southern states related to the issue of slavery. ● I can analyze the political, economic, and social reforms implemented during Reconstruction.
<u>6-8.AH.1.PC.A</u>	<ul style="list-style-type: none"> ● I can examine the impact of key individuals and groups during Reconstruction.
<u>6-8.AH.1.PC.B</u>	<ul style="list-style-type: none"> ● I can connect the correlation between enslavement and the start of the Civil War.

**priority standards indicated in bold*

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Unit 6: Conflict

Timeframe: 6 weeks

Unit Description: In this unit, students will explore the causes and consequences of the American Civil War. Students will focus on the advantages and disadvantages of each side during the war as well as various strategies and technologies used. They will examine the war's profound impacts on the United States and the subsequent process of reconstructing the nation socially, economically, and politically.

- A. Civil War
- B. Reconstruction

Enduring Understandings:

- Societies respond to and resolve conflicts through legal procedures, force, and/or compromise.
- The Civil War was a result of sectional conflicts primarily centered around the issues of slavery, states' rights, and the preservation of the Union.
- Understand the consequences of the Civil War and Reconstruction were transformative events in American history that addressed issues of slavery, citizenship, and the balance of power between the federal government and the states, shaping the nation's trajectory for years to come.

Essential Questions:

- How did the responses of Americans differ in their attempts to resolve the conflicts of the 19th century, and what impact did these approaches have on the trajectory of the nation?
- How did the Civil War impact the social, economic, and political structures of the United States, both during the war and in its aftermath?
- How did the Thirteenth, Fourteenth, and Fifteenth Amendments impact the rights and freedoms of African Americans during the Reconstruction?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>6-8.AH.1.CC.A</u>	<ul style="list-style-type: none"> ● I can create a timeline of the major events leading up to the Civil War.
<u>6-8.AH.1.CC.C</u>	<ul style="list-style-type: none"> ● I can identify and use appropriate sources to gather historical information on a Civil War topic.
<u>6-8.AH.1.CC.D</u>	<ul style="list-style-type: none"> ● I can interpret information from multiple sources to draw conclusions about reforms.
<u>6-8.AH.1.CC.E</u>	<ul style="list-style-type: none"> ● I can deconstruct the Southern argument over state's rights and its correlation to enslavement. ● I can determine how specific events, court cases, and social movements led to the Civil War.

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	<ul style="list-style-type: none"> ● I can identify and compare the advantages and disadvantages of the North and the South during the Civil War. ● I can identify social and economic changes in the nation as a result of the Civil War.
<u>6-8.AH.1.GS.A</u>	<ul style="list-style-type: none"> ● I can determine how specific events, court cases, and social movements led to the Civil War. ● I can deconstruct the Southern argument over state's rights and its correlation to enslavement. ● I can analyze the political, economic, and social reforms implemented during Reconstruction.
<u>6-8.AH.1.G.B</u>	<ul style="list-style-type: none"> ● I can identify and compare the advantages and disadvantages of the North and the South during the Civil War.
<u>6-8.AH.1.EC.A</u>	<ul style="list-style-type: none"> ● I can describe the changes in technological advancements in both the Northern and the Southern economies. ● I can explain the political and economic divisions between the Northern and Southern states related to the issue of slavery. ● I can analyze the political, economic, and social reforms implemented during Reconstruction.
<u>6-8.AH.1.PC.A</u>	<ul style="list-style-type: none"> ● I can examine the impact of key individuals and groups during Reconstruction.
<u>6-8.AH.1.PC.B</u>	<ul style="list-style-type: none"> ● I can connect the correlation between enslavement and the start of the Civil War.

**priority standards indicated in bold*

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