

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Strategic Social Science 8

Date: August 2016

Proposed Grade Level(s): 8th grade

Grading: A-F

CTE Sector / Pathway: N/A

Course Length: 1 year

Subject Area: Social Science

Credits: N/A

Articulation Units: N/A

Prerequisite(s): Completion of Social Science 7 or Strategic Social Science 7 *and* iReady Reading level of 6 or below.

Intent to Pursue 'A-G' College Prep Status: No

COURSE DESCRIPTION:

This course is designed to cover the 8th grade Social Science standards with an emphasis on boosting students' vocabulary and word knowledge. Students will study US History and Geography from the founding of the colonies in the early 1600s through the end of World War I. Students will also discuss current events, their relationship to United States history, and how they relate to past and present experiences.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Students will gain an understanding of early US History and Geography through exposure to primary and secondary source information. Students will show accelerated growth in reading fluency and vocabulary acquisition. Students will study historical documents with scaffolding specifically designed to help achieve greater access to increasingly complex text. Students will gain skills that are essential to the proper study of history and the social sciences and are also transferable across curricula.

COMMON CORE STATE STANDARD READING COMPONENT:

Students will read grade level textbooks as well as primary and secondary source passages with explicit academic and content vocabulary instruction. Content readings will support the California CCSS for Literacy in History/Social Studies.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Students will write claims supported by evidence gathered through individual historical research. Students will analyze the significance of historical persons and events, place them in the proper historical context, and clearly communicate the conclusions they draw.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Students will develop deeper understanding of historical concepts through structured dialogue. Students will develop their speaking and listening skills through Socratic Seminars, Structured Academic Controversies, class presentations, and debates.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Orientation (2 weeks)

Students will be introduced to word learning strategies including dictionary work, word families, using context clues, and use of morphological word parts (prefixes, suffixes, and roots).

Unit 2: The Explorers (2 weeks)

Students will study the voyage of Christopher Columbus and the Spanish explorers Estaban, Fray Marcos, Marvaez, de Vaca, and Coronado who search for the fabled seven cities of gold. They will study these topics through reading *A New Land is "Discovered"* (Parts 1 and 2) and *North of New Spain* (Parts 1 and 2).

Unit 3: Colonial Times (3 weeks)

Students will be able to explain the dates and reasons for the establishment of each colony, in addition to the ways of life in the different areas. Students will study the settlers on the Mayflower, the Pilgrims, the Dutch settlement of New Amsterdam, the Puritans, the settling of Massachusetts and Rhode Island, and the Natives who lived there. They will do this through reading *Colonial Life* (Parts 1 and 2). In addition they will examine the events and personalities of the Salem Witch Trials through reading *Salem Witch Trials* (Parts 1 and 2).

Unit 4: War for Independence (3 weeks)

Students will be able to explain the causes and effects of the revolution, in addition to explanations of the battles and advantages and disadvantages of both sides. Students will read *Seeds of Revolution* (Parts 1 and 2). Students will take a close-up look at the life and beliefs of Samuel Adams through *The Elusive Samuel Adams* (Parts 1 and 2).

Unit 5: Review (1 week)

Students work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

Unit 6: The Declaration of Independence (2 weeks)

Students will study the history and purpose of the Declaration of Independence through *The Purpose of Government is to Protect Basic Rights* (Parts 1 and 2). Students will explore the fates of the 56 men who signed the Declaration of Independence with a particular focus on John Hancock, reading *The Signers* (Parts 1 and 2).

Unit 7: The Constitution (3 weeks)

Students will be able to explain the duties of the three branches of government, read and understand the Constitution, and understand all the principles for which our country was founded, in addition to understanding the rights and provisions of the Bill of Rights. Students will read *The Constitution* (Parts 1 and 2) to further understand the drafting of the document. They will also read *Distribution of Power* (Parts 1 and 2) to help understand the balance of powers, the debate over slavery, and the “Necessary and Proper” clause.

Unit 8: Rise of Political Parties (2 weeks)

Students will understand the differences between the two original political parties, our 2nd war of independence, and relations with Native Americans in early US history.

Unit 9: Settling the West (3 weeks)

Students will be able to see the effects of westward expansion on Native Americans, list reasons for westward expansion, understand the journey, and explain manifest destiny. Students will take an in-depth look at Manifest Destiny, the Mexican American War, and the Treaty of Guadalupe Hidalgo through reading *Westward Bound: Manifest Destiny* (Parts 1 and 2). Students will read *The Homestead Act of 1862* and *The California Gold Rush (1848 to 1859)* to help further their understanding of these two vital events on westward expansion.

Unit 10: Review (1 week)

Students work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

Unit 11: Sectionalism (3 weeks)

Students will be able to explain the causes of sectionalism, the events leading to the Civil War, the economies of the two areas, and identify the different states in the Union and Confederacy.

Unit 12: The Civil War (4 weeks)

Students will be able to explain and identify the advantages and disadvantages of the Civil War, and the presidents and generals. Students will be able to explain medicinal practices of the time, give basic facts on the battles, and explain the effects of the war on politics and society. Students will explore the Battle of Bull Run through a primary source letter in *The First Battle of Bull Run, 1861* (Parts 1 and 2). Students will study the life of Clara Barton in *Clara Barton, Civil War Nurse* (Parts 1 and 2).

Unit 13: Reconstruction (2 weeks)

Students will be able to explain the effects of the war, explain the Jim Crow laws, list the amendments, and understand the lives of African Americans. Activities include writing their own reconstruction plan, comparing plans from the time period and discussion of Jim Crow, the KKK, and the Reconstruction amendments.

Unit 14: The Industrial Revolution (2 weeks)

Students will be able to list and explain the effectiveness of inventions during this time period. Through *Harriet Robinson: Lowell Mill Girls* (Parts 1 and 2) students will study the life of factory girls in Massachusetts. Child labor and strike actions will be studied in *Child Labor: Lessons from the Industrial Revolution* (Parts 1 and 2).

Unit 15: The Immigrant Experience (3 weeks)

Students will be able to explain the push-pull factors of immigration, understand the treatment of immigrants when they arrived here, and understand the effects of immigration on society. Case studies will include the immigration story of Mexican Americans through reading *La Raza* (Parts 1 and 2) and the story of recent immigration by Ethiopians to California in *African Immigration to the United States* (Parts 1 and 2).

Unit 16: Review (1 week)

Students work on group and independent projects including research and various writing tasks based on the topics listed above for each unit.

TEXTBOOKS AND RESOURCE MATERIALS:

United States History: Independence to 1914 Holt, Rinehart and Winston (2006)

Word Intelligence: Developing Academic and Content Vocabulary (US Edition) Consortium on Reaching Excellence in Education (2012)

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction).

2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the Women's Suffrage Movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), and the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, and Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who will be able to use their text, atlas, or computer to assist them in their learning outside the classroom setting.
- **Constructive Thinkers:** who will use logic, organizational skills and computers to find solutions to questions they may have.
- **Effective Communicators:** who will be able to describe and explain information they have learned in a variety of formats.
- **Collaborative Workers:** who will be able to work in diverse groups within their classroom setting.
- **Quality Producers/Performers:** who will demonstrate skills they have learned in this course through presentations, projects, writing and other means.
- **Responsible Citizens:** who will demonstrate sound judgment, civic pride, and accept the consequences of their actions.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**