

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Academy Social Science 8

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 8	Aca Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement 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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org	

**916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This course is designed to cover the history of the United States from the founding of the 13 colonies through the rise of big business and mass European Immigration until 1914. Students will learn historical vocabulary, and will work to boost their writing, speaking, and literacy skills through the use of Common Core. In addition to learning about these events within United States history, students will also develop historical thinking skills. These skills align with Common Core standards and will help students to apply their knowledge of history into their reading and writing. Students will learn how to properly analyze written primary and secondary sources and use evidence from these sources in written assignments.

Students will be exposed to current events and could compare and contrast events which occurred in the past to events occurring currently. Materials, lesson plans, formative and summative assessments used could change depending on the needs of current students. All materials used in the course will be grade level, age appropriate and relative to the State of CA HSS content standards as well as framework for grade 8 students.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. U.S. Geography	How does geography affect the way people live?	*Physical map of the United States *Map of regions *State locations	*None (exposure to features and regions to help understanding of places throughout the course) *Could test on regions, states, or physical map
2. Colonies (can be combined with American Revolution if teacher chooses and called “Development of American Constitutional Democracy.”)	How does geography affect the way people live? How do new ideas change the way people live? What concepts, beliefs, and ideas became the foundations of American government? Why was there an American Revolution? How did the American Revolution develop the concept of natural rights? What were the legacies of the American Revolution?	*Colony map *PEGS reading *Plickers *Quizizz *Kahoot	*PEGS slides (Colonies) *TBear essay *Political Cartoon *Unit test *Document analysis
3. American Revolution Can also be called “Development of the American Constitutional Democracy.”	How do new ideas change the way people live? What concepts, beliefs, and ideas became the foundations of American government? Why was there an American Revolution? How did the American Revolution develop the concept of natural rights? What were the legacies of the American Revolution?	*Mini research paragraph on the causes of the American Revolution *OPTIC-Boston Massacre *Join or Die *TCI “Common Sense” *Declaration of Independence G.O. *Reading and sequencing *Propaganda G.O. *Newsela article (Revolution) *Declaration of Independence questions *Plickers *Quizizz *Kahoot	*PEGS slides *Political Cartoon *Unit test *American Revolution timeline *Newspaper, document analysis
4. Constitution and Bill of Rights	Why do people form governments?	*Confederation Acrostic Poem	*Articles of Confederation DBQ

	How do new ideas change the way people live? How do governments change? What are the 5 American Ideals and how are they visible in our system of Government? How did compromises cause the establishment of the governing documents of the United States? To what extent do the governing documents limit power & protect the rights of citizens of today? How much power should the federal government have, and what should the government do?	*Preamble activity *Three branches graphic organizer *Bill of rights graphic organizer and activity *Vocab *Short quizzes *Thumbs up/down *Plickers *Quizizz *Kahoot,	*Constitution comparison project *Bill of Rights Current event &/or Bill of Rights project *Unit test *Document analysis
5. Establishing a Nation 1789-1828. (Era of the first 7 presidents) Could be combined and called Divergent Paths of the American People from 1800-1850.	What legacies did the presidents of the Early Republic leave for our nation? How did presidents handle international crises and other foreign policy issues? What precedents did Washington set for future presidents? Why did our nation begin with the Articles of Confederation and then ratify the U.S. Constitution? How do governments change? How does geography influence the way people live? Why does conflict develop? What decisions did Washington and the new Congress have to make about the new government? How did different opinions lead to the first political	*Louisiana Purchase Map *OPTIC analysis of Manifest Destiny *Indian Removal storyboard *Washington's Precedents activity *Federalists v. Anti-Federalists *Short quizzes *Thumbs up/down *Mosaic *Hamilton/Jefferson project *Plickers *Quizizz *Kahoot	*Unit test *Andrew Jackson hero or villain project *War of 1812 project *Research project *Presentation *Jackson DBQ with TBear essay *Mini Presidential Documentary *Document analysis

	parties? What important events occurred during the presidency of John Adams? How did new technology affect the way things were made? How did the growth of factories and trade affect cities? What helped increase the movement of people and goods? How did Andrew Jackson make the American political system more democratic? How did a fight over tariffs become a debate about states' rights versus federal rights? Why were Native Americans forced to abandon their land and move west? Why did some Native Americans resist resettlement? How did the government change during the Early Republic? Was the Louisiana Purchase constitutional? What was life like in the Early Republic? How did individual regions of the United States become both more similar and more different? What was family life like in each region? How did work change between 1800 and 1850? What was the impact of slavery on American politics, regional economies, family life, and culture? What did the frontier mean		
--	--	--	--

	to the nation in the first half of the nineteenth century?		
6. Westward Expansion/ Manifest Destiny	How does geography affect the way people live? How were all cultures affected by Manifest Destiny? What was the impact on each of the territorial expansions of the United States? Was the Louisiana Purchase constitutional? What was life like in the Early Republic?	*Louisiana Purchase Map *OPTIC analysis of Manifest Destiny *Indian Removal storyboard *Map of territory expansion *Plickers *Quizizz *Kahoot,	*Unit test *Presentations *Research project *Jackson DBQ with TBEAR essay *Mini Presidential Documentary *Document analysis
7. Reform	Why do societies change? What motivates people to act? How do new ideas change the way people live?	*Chart of movements and influential people *Plickers *Quizizz *Kahoot	*Unit test *Presentations *Research project *Reform magazine cover *Round table *Document analysis
8. Causes of Sectionalism(Civil War	Why does conflict develop? What events in the mid 1800's led to the Civil War? How were perspectives different in the North and South?	*North/South Mosaic *TCI comparison chart and flow chart, write both North and South perspective on each of the causes *Guided notes *Underground RR map *Vocabulary *Venn Diagram North v South *Junior Scholastic readers theater-This Means War! *Roll of slavery reading, Short term compromises *Plickers *Quizizz *Kahoot,	*Unit test *North / South Timeline - Causes of the Civil War Essay *Document analysis
9. Civil War	Why does conflict develop? How was the Civil War conducted militarily, politically, economically, and culturally? How did the war become a	*Thumbs up/thumbs down *Quizzes *Map *DBQ *GO *Exit ticket	*Unit test *Presentations *ABC book *Battle Map *Hero-Villain? *Sensory Figures

	war to end slavery? Was slavery abolished through the Civil War? To what extent was the Civil War transformational for the newly freed slaves? Why was there a Civil War? How was the United States transformed during the Civil War? How was the Civil War conducted militarily, politically, economically, and culturally?	*Vocabulary *Sectionalism reading *Lincoln's speeches *Anaconda Plan *Battle map *Civil War medicine pictures *Plickers *Quizizz *Kahoot	*Document analysis
10. Reconstruction	How do new ideas change the way people live? What changed after the Civil War? How did power shift after the Civil War? Did the federal government create equity after the Civil War? How had or did the lives of African Americans change? How was slavery abolished through the Civil War?	*Vocabulary *Reconstruction Amendments *Comparison of reconstruction plans *Jim Crow laws *OPTIC Carpetbaggers *DBQ Reconstruction *Map *Plickers *Quizizz *Kahoot	*Unit test *Project *Scrapbook & research essay *Document analysis
11. Homesteading and the West	Why does conflict develop? How were the Native Americans affected during this period? How did technology affect the settlement of the West? How did America's economy, industries, and population grow after the Civil War? Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?	*TCI homesteading simulation *Native American map of their lost territory *Plickers *Quizizz *Kahoot	*Unit test *Project *Research assignment *Document analysis

	How did the federal government affect the country's growth in the years following the Civil War?		
12. Politics, Industry and Reform	How have immigrants shaped American culture? How has big business helped create American society? How did the government of the United State help solve problems in politics, society and the workplace? Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?	*Pros/cons list of different reform movements *Create a city project *Ellis Island simulation *Plickers *Quizizz *Kahoot,	*Round table on important figures *Create a social media project on important event or person *Create iMovie on figure or event *Document analysis

ESSENTIAL STANDARDS:

8th Grade Standards (Following district Guaranteed and Viable Curriculum for areas of mastery)

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.4 Students analyze the aspirations and ideals of the people of the new nation.
- 8.5 Students analyze U.S. foreign policy in the early Republic.
- 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.
- 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.
- 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.
- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.
- 8.11 Students analyze the character and lasting consequences of 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.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.socialstudies.org/c3>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>Impact California Social Studies: United States History & Geography Growth & Conflict</i>	Spielvogel et al	McGraw Hill	1st	

Other Resource Materials

Some of the current materials used: Teacher's Curriculum Institute (TCI), Stanford History Education Group (SHEG), MindSparks, DBQ, various maps, YouTube clips, EEI, We the People, History Project, Library of Congress, Interact Simulations, Inspire Ed, Holt Rinehart and Winston, Prentice Hall, MultiMedia Learning, Mind Sparks, Nystrom History Series, America Story of US, Gale Database, People's History of the United States, Teaching Tolerance, primary sources, TED-Ed, Adventure Tales of America, political cartoons, history detective, Newsela, Crash Course, Big history course, Nat Geo,

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):