



Course Overview

Grade 8 United States History I course surveys American history from its beginnings through the mid-1800s, highlighting significant social changes and the struggle to balance freedom and liberty. Topics range from early encounters, colonial life, the Revolution, and government formation, through westward expansion and the divisions over slavery leading towards the Civil War.

Unit Title

Unit 1: Worlds of the 1400s and Early Encounters

Time Frame

4.5 Weeks

Unit Title

Unit 2: Establishing Colonies

Time Frame

4.5 Weeks

Unit Title

Unit 3: Life in Colonial America and the Road to Revolution

Time Frame

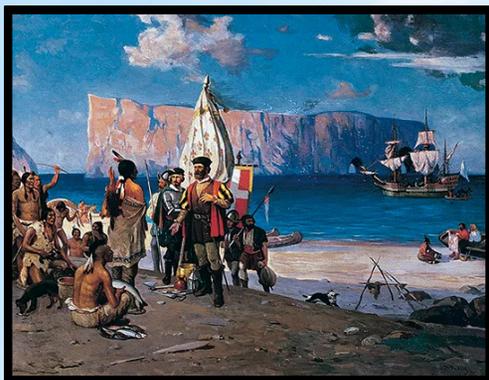
4.5 Weeks

Unit Title

Unit 4: The American Revolution

Time Frame

4.5 Weeks



Focus of the Unit

Learn the histories of the Americas, West Africa, and Europe before 1500. Explore the world, searching for new lands and trade routes. Learn about the initial creation of European empires in the Americas.

Focus of the Unit

Learn the development of the European empires in the Americas and English settlements. Learn how different colonial regions developed distinct economies, and impacts of farming and slavery.

Focus of the Unit

Explore colonial life and political/social ideals.. Learn about the factors, decisions, circumstances, and turning points that led colonists to risk revolution.

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Unit Title

Unit 5: Forming a New Government

Time Frame

4.5 Weeks

Unit Title

Unit 6: The Early Republic and Expansion

Time Frame

4.5 Weeks

Unit Title

Unit 7: Westward Expansion & Sectional Conflict

Time Frame

4.5 Weeks

Unit Title

Unit 8: North, South, Slavery and Social Change

Time Frame

4.5 Weeks



Focus of the Unit

Explore challenges under the Articles of Confederation, the process of writing and ratifying the Constitution, and implementing the Constitution during the first three presidencies.

Focus of the Unit

Explore expansion and conflicts while developing an American national identity, and political developments within the Age of Jackson. Learn foreign policy, infrastructure, and cultural expressions.

Focus of the Unit

Learn about factors contributing to an American identity in the early 1800's. Understand the effects of westward expansion and Native American resistance. Learn about changes due to industrialization in the North and the agricultural economy of the South, including the role of slavery.

Focus of the Unit

Learn the significant economic and social changes in the decades before the Civil War, the role of slavery in Southern society. Learn about the major events preceding the Civil War.

Unit Title

Unit 1: Worlds of the 1400s and Early Encounters

Time Frame

4.5 Weeks



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ARTS ACADEMY

Essential Question(s)



Why might a U.S. historian study America, Africa, and Europe before 1500?

Focus of the Unit



Histories of three regions and initial European exploration and colonization.

Standards

8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A

Learning Targets

I can explain how the complex cultures of the Americas, West Africa, and Europe before 1500 significantly contributed to the shaping of North America.

Learning Targets

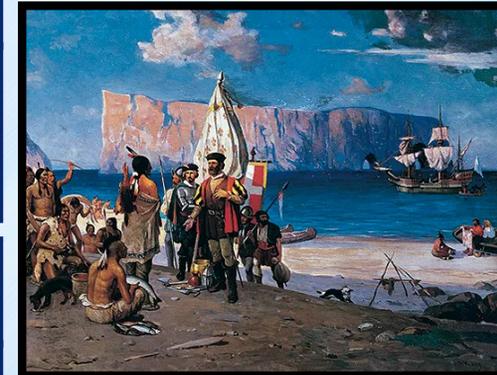
I can describe the cultural, societal, and economic impacts of early encounters

Learning Targets

I can analyze the interconnectedness of these early global societies to understand the foundational period of the United States.

Learning Targets

I can compare and contrast the three different regions of America, Africa, and Europe



Resources

Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives

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| Unit Title | Unit 2: Establishing Colonies |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | How did the colonial experience shape America's political and social ideals? |

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| | Focus of the Unit |
| | Establishment and development of English colonies, including regional economies and slavery. |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can assess the long-term impacts of European colonization on the Americas, considering both positive and negative changes. |

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| Learning Targets |
| I can explain the significant ways European explorers and colonists altered life in the Americas forever. |

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| Learning Targets |
| I can explain the establishment of English settlements and their cultural contributions. |

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| Learning Targets |
| I can explain slavery's centrality to Southern life and compare regions. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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| Unit Title | Unit 3: Life in Colonial America and the Road to Revolution |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | Why were the American Patriots willing to risk their lives for independence? |

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| | Focus of the Unit |
| | Growing tension between Great Britain and colonies leading to revolution. |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can describe why farming became a central economic activity in the southern colonies |

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| Learning Targets |
| I can identify key events and issues causing conflict with Britain. |

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| Learning Targets |
| I can explain how English settlements on the East Coast brought their culture and legal systems to North America. |
| Learning Targets |
| I can describe the decisions and circumstances leading to revolution. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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|-------------------|--|
| Unit Title | Unit 4: The American Revolution |
| Time Frame | 4.5 Weeks |



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ARTS ACADEMY

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| | Essential Question(s) |
| | How does the history of the United States reflect the struggle in balancing freedom and liberty? |

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| | Focus of the Unit |
| | The American War for Independence and its lasting legacy. |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can explain the core motivations that made American Patriots willing to risk their lives for independence. |

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| Learning Targets |
| I can describe the various roles that African Americans played in the American Revolution. |

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| Learning Targets |
| I can describe major events and key figures of the American Revolution |

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| Learning Targets |
| I can elaborate on the significance and legacy of the American Revolution |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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| Unit Title | Unit 5: Forming a New Government |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | Did compromise make the U.S. Constitution stronger or weaker? |

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| | Focus of the Unit |
| | Challenges under the Articles, writing the Constitution, and its implementation during early presidencies |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can evaluate whether the compromises made during the drafting of the U.S. Constitution. |

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| Learning Targets |
| I can describe the characteristics and failures of the Articles of Confederation, the nation's earliest government. |

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| Learning Targets |
| I can explain the structure and principles of the US Constitution. |

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| Learning Targets |
| I can compare and contrast the Articles of Confederation and the US Constitution. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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| Unit Title | Unit 6: The Early Republic and Expansion |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | Why did America's national identity change in the early 1800's? |

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| | Focus of the Unit |
| | Westward expansion, foreign policy, developing American identity, and early political developments |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can identify and explain the important events and accomplishments of the first three presidencies. |

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| Learning Targets |
| I can assess the impact of these early presidential administrations on the development and stability of the United States. |

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| Learning Targets |
| I can elaborate on how the 1800s shaped American Identity. |

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| Learning Targets |
| I can analyze key foreign policy developments leading to westward expansion. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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| Unit Title | Unit 7: Westward Expansion & Sectional Conflict |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | How did westward expansion and the debate over slavery lead to increasing sectional conflict? |

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| | Focus of the Unit |
| | Westward expansion's impact on slavery conflict and increasing sectionalism leading to Civil War |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can explain the conflicts between Native Americans, Great Britain, and the United States in the West. |

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| Learning Targets |
| I can analyze how Native Americans resisted the changes brought about by westward expansion. |

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| Learning Targets |
| I can analyze key foreign policy developments and westward expansion. |

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| Learning Targets |
| I can learn about major events that preceded the Civil War. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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| Unit Title | Unit 8: North, South, Slavery and Social Change |
| Time Frame | 4.5 Weeks |



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| | Essential Question(s) |
| | How important was slavery for the economy and society of the South? |

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| | Focus of the Unit |
| | Economic and social changes before the Civil War, contrasting North and South, slavery, and social reform |

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| Standards | 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A |
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| Learning Targets |
| I can explain the changes that occurred in the lives of Americans in the North as a result of rapid industrialization. |
| Learning Targets |
| I can examine the goals and impact of key social reform movements. |

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| Learning Targets |
| I can analyze the role of slavery in Southern society, including its origins and the daily life of enslaved people. |
| Learning Targets |
| I can identify differences between the North and South during the mid 1800's. |



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| Resources | Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives |
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