



**FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT**

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

GRADE 8 COURSE OUTLINE

Department	H-SS		Course Title			United States History & Geography 8				
Course Codes:	Reg	M260	SDAIE	M263	Bil	M262	Imm	M265	GATE	M261
Grade Level(s)	8			Course Length		One Year				
Credits/semester	10/2	Graduation Requirement			Yes	Elective Credit				
Meets HS Grad. Requirement			N/A		Meets UC “a-g” Requirement				N/A	
Meets NCAA Requirement			N/A		Prerequisites		None			

COURSE DESCRIPTION

The 8th grade year is a study of the critical events, issues, and individuals in United States History to 1914. It begins with a selective review of the Age of Exploration, the colonial period and the American Revolution. The major focus of the year is the development of the Constitution, the impact of the Westward Movement, the struggles of the Civil War and Reconstruction, and the impact of industrialization.

All units include an examination of the impact of economics, politics, and social history on the development of the United States. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of the growing nation.

GOALS

- Analyze the relationships between social, political, historical perspective, geography and economic events as outlined in the California State Content Standards.
- Explain how present day history is a result of the struggles and triumphs of men and women who lived in other times and places.
- Understand historical events from multiple perspectives through the use of primary and secondary sources, as well as non-fiction and historical literature.
- Discuss controversial issues in an objective, respectful, and empathetic manner.
- Demonstrate cause and effect relationships of historical events and their impact on the nation.
- Use technology as a research tool.
- Use designated strategies to develop and enhance academic literacy.

CALIFORNIA CONTENT STANDARDS

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (CST)
- 8.2 Students analyze the political principles underlying the U.S. Constitution and

- 8.3 compare the enumerated and implied powers of the federal government. (CST)
Students understand the foundation of the American political system and the ways in which citizens participate in it. (CST)
- 8.4 Students analyze the aspirations and ideals of the people of the new nation. (CST)
- 8.5 Students analyze U.S. foreign policy in the early Republic. (CST)
- 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. (CST)
- 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid1800s and the challenges they faced. (CST)
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid1800s and the challenges they faced. (CST)
- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (CST)
- 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. (CST)
- 8.11 Students analyze the character and lasting consequences of Reconstruction. (CST)
- 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. (CST)

PERFORMANCE STANDARDS

The California State Board of Education has identified the following levels for the California Standards Test (CST) in History-Social Science grade 8. The 6-8 CST is comprised of content from grade 6 (22%), grade 7 (31%) and grade 8 (47%). The objective of the Fresno Unified School District is to have all students achieve at or above the Minimum Proficiency Performance Standard. The Fresno Unified School District has common assessments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level.

6-8 California Standards Test: History-Social Science 2005						
CLUSTERS (RS)	1 (16)	2 (14)	3 (10)	4 (22)	5 (13)	TOTALS (75)
MINIMUM PROFICIENCY: RS	8.96	8.1	5.1	13.2	7.67	37
MINIMUM PROFICIENCY: %	56%	58%	51%	60%	59%	57%

NOTE: Cluster 1 content is from grade 6; clusters 2-3 are from grade 7 and clusters 4-5 are from grade 8.

	Not Proficient	Below Basic	Basic	Proficient	Advanced Proficient
Quarterly Benchmark Assessment	Below 60%	60-69%	70-79%	80--89%	90%
Teacher Created Tests and Quizzes					
Classwork, Homework, Notebooks					
Class Projects					

**UNITED STATES HISTORY
GRADE 8**

**CURRICULUM GUIDE:
SEMESTER 1 & 2**



**FRESNO UNIFIED
SCHOOL DISTRICT**

**JIM LLOYD
HISTORY-SOCIAL SCIENCE**

**UNITED STATES HISTORY: GRADE 8
FUSD CURRICULUM GUIDE: SEMESTER 1**

WEEK	STANDARD	LENGTH	CST QUESTIONS	UNIT	FOCUS TOPICS	TEXT	RESOURCES	ASSESSMENT
1-3	8.1	3	3	National Foundations	Great Awakening Declaration of Independence Magna Carta Enlightenment John Locke	Holt; <u>US History</u> Chapter 1 pp. 24-27	TCI: Creating a Constitution Constitution: More Perfect Union	Quarter 1 Benchmark
4-6	8.2	3	4	Constitution Development	English Bill of Rights Articles of Confederation Baron de Montesquieu Compromises Popular Sovereignty Constitution Federalism Bill of Rights	Holt; <u>US History</u> Chapter 2 pp. 58-61 Chapter 3 pp. 83-89 Chapter 4 pp. 114-119	TCI: Creating a Constitution Constitution: More Perfect Union	
7-8	8.3.1-3	2	3		Land Ordnances Shay's Rebellion	Holt; <u>US History</u> Chapter 4 pp. 114-124	TCI: Creating a Constitution	
9-10	8.3.4-6	2	3	The Constitution in Action	Hamilton and Jefferson Political Parties National Bank Whiskey Rebellion	Holt; <u>US History</u> Chapter 6 pp. 196-215	TCI: Political Developments	Quarter 2 Benchmark
11-12	8.4	2	2	The New Republic	Washington's Farewell Address Doctrine of Nullification American Art, Literature, and Music	Holt; <u>US History</u> Chapter 7 pp. 234-249 Chapter 8 pp. 260-275	TCI: Foreign Affairs in the Young Nation	
13	8.5	1	2	Foreign Policy	Monroe Doctrine War of 1812	Holt; <u>US History</u> Chapter 7 pp. 284-299 Chapter 10 pp. 308-333	TCI: Manifest Destiny in a Growing Nation	
14-15	8.8	2	3	The West	Lewis and Clark Mexican War/Texas War Manifest Destiny Indian Removal Andrew Jackson's Presidency	Holt; <u>US History</u> Chapter 7 pp. 284-299 Chapter 10 pp. 308-333	TCI: Manifest Destiny in a Growing Nation	
16-17	8.6.5-7	2	3	Changing American Culture	Women's Suffrage Transcendentalism American Education System	Holt; <u>US History</u> Chapter 13 pp. 405-428	TCI: A Growing Sense of Nationhood	

**UNITED STATES HISTORY: GRADE 8
FUSD CURRICULUM GUIDE
SEMESTER ONE**

AUGUST						
Week	UNIT	M	T	W	T	F
1	National Foundation				Great Awakening	
2			Documents: Magna Carta, Declaration of Independence			

SEPTEMBER						
Week	UNIT	M	T	W	T	F
3	National Foundations	Enlightenment			John Locke	
4	Constitution Development 8.2 8.3.1-3	Documents: Eng Bill Rights; Articles Confederation		Compromise		
5		Popular Sovereignty				
6		The Constitution			Federalism	
7		The Bill of Rights				

OCTOBER						
Week	UNIT	M	T	W	T	F
8	Constitution Development	Land Ordinance			Shay's Rebellion	
9	The Constitution in Action 8.3.4-6		Hamilton & Jefferson			
10		Political Parties & the National Bank			Whiskey Rebellion	
11	The New Republic 8.4	Washington's Farewell		Doctrine of Nullification		

NOVEMBER						
Week	UNIT	M	T	W	T	F
12	New Republic 8.4	Art-Literature: Irving & Cooper			American Music	
13	Foreign Policy 8.5	War of 1812 Cause & Consequences			Monroe Doctrine	
14	The West 8.8	Lewis & Clark			Texas & Mexican - American War	
		THANKSGIVING				

DECEMBER						
Week	UNIT	M	T	W	T	F
15	The West 8.8	Manifest Destiny & Indian Removal			A. Jackson Presidency	
16	Changing American Culture 8.6.5-7		Women's Suffrage			
17		Transcendentalism			American Education System	
		WINTER BREAK				

District ACS coverage per quarter:

QTR 1: 8.1 – 8.3.1-3

QTR 2: 8.3.4-6 – 8.6.5-7; 8.8

**UNITED STATES HISTORY: GRADE 8
FUSD CURRICULUM GUIDE: SEMESTER 2**

WEEK	STANDARD	LENGTH	CST QUESTIONS	UNIT	FOCUS TOPICS	TEXT	RESOURCES	ASSESSMENT
1-7	8.6.1-4 8.7 8.9	7 weeks	9	Sectionalism & Slavery	Industrialization Technical Development Immigration Transportation Developments Origin of Slavery Agrarian Economy Southern Society Slave Revolts – Turner & Vesey States Rights Issues Abolitionist (Tubman, Weld, Douglas & Garrison)	Holt; <u>US History</u> Chapter 11 pp. 346-367 Chapter 12 pp. 376-391 Chapter 13 pp. 400-429	TCI: Civil War and Reconstruction	Quarter 3 Benchmark
8-10	8.10	3 weeks	4	Civil War	Sectionalism Lincoln’s Writings & Speeches North & South Similarities- Differences Major Battles/Events Appomattox	Holt; <u>US History</u> Chapter 14 pp. 438-459 Chapter 15 pp. 472-503	TCI: Civil War and Reconstruction	
11-13	8.11	3 weeks	3	Reconstruction	13, 14, 15 th Amendment Freedman’s Bureau Jim Crow Laws KKK	Holt; <u>US History</u> Chapter 16 pp. 512-531	TCI: Civil War and Reconstruction	
14-16	8.12	3 weeks	2	Industrial-ization	Indian Policy Second Industrial Revolution Entrepreneurs Immigration & reform Urban Transformation Gilded Age & Progressives	Holt; <u>US History</u> Chapter 17 pp. 546-565 Chapter 18 pp. 574-597 Chapter 19 pp. 606-631	TCI: Rise of Industrial America	District Constitution Test
19-21	8.2 8.3	5 weeks	N/A	The Constitution	Federalism Constitution: Articles I Constitution: Articles II, III Bill of Rights Amendments	Holt; <u>US History</u> Chapter 5 pp. 140-187	TCI: Constitution in a New Nation	

**UNITED STATES HISTORY: GRADE 8
FUSD CURRICULUM GUIDE
SEMESTER TWO**

JANUARY						
Week	UNIT	M	T	W	T	F
		WINTER BREAK				
1	Sectionalism: North & South 8.6.1-4 8.7	Industrialization			Technical Developments	
2			Immigration		Transportation	
3		Origins of Slavery		Agrarian Economy		

FEBRUARY						
Week	UNIT	M	T	W	T	F
4	Slavery 8.9	Southern Society		Slave Revolts		
5			States Rights Issues			
6		Abolitionists			Sectionalism	
7			Election 1860			

MARCH						
Week	UNIT	M	T	W	T	F
8	Civil War 8.10	Lincoln's Writings & Speeches		North & South		
9			Major Battles and Events			
10		Appomattox			Consequences of the Civil War	
11	Reconstruction 8.11		Theory: 14, 15, 16 th Amendment			
12			Plan: Freedmen's Bureau			

APRIL						
Week	UNIT	M	T	W	T	F
	Reconstruction 8.11	SPRING BREAK				
13		Practice: Jim Crow			KKK: Rise & Effect	
14	Industrial- Ization 8.12	Second Industrial Revolution			Federal Indian Policy	
15			Entrepreneurs		Immigration & Reform	

MAY						
Week	UNIT	M	T	W	T	F
16	Industrial- Ization 8.12	Urban Transformation			Gilded Age & Progressives	
17	Constitution 8.2 8.3		Origins & Federalism			
18		Constitution: Article I			Constitution: Article I	
19			Constitution: Article III			

JUNE						
Week	UNIT	M	T	W	T	F
20	Constitution 8.2 8.3		Bill of Rights & Amendments			
21		End of Year				

QUARTER 3 ACS: 8.6-8.10
 QUARTER 4 CONSTITUTION TEST: 8.2- 8.3



FRESNO UNIFIED SCHOOL DISTRICT
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 CURRICULUM AND PROFESSIONAL DEVELOPMENT

GRADE 8

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

UNIT I: NATIONAL FOUNDATIONS: DEVELOPING DEMOCRACY (3 Weeks)

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

GOAL: A selective review of colonial development that focuses on the differences in the geographic regions and how those differences determined the regions economic, political and social status. This unit will include an examination of the events and ideas leading to the Declaration of Independence and the American Revolution.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Enhance an understanding of the development of democratic institutions founded in Judeo-Christian religious thinking and English parliamentary traditions. 2. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. 3. Describe the nation's blend of civic republicanism, classical liberal principles and parliamentary traditions. 4. Major ideas leading to the	<ul style="list-style-type: none"> • Development of the Colonies • Geographic regions and differences • The Declaration of Independence • The Causes of the American Revolution • Great Awakening • Philosophy of Government • Declaration of Independence • Enlightenment • Locke 	Holt; <u>US History</u> Chapter 1 pp. 24-27 Chapter 2 pp. 32-69 TCI – Colonial Life and The American Revolution	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart 	<ul style="list-style-type: none"> • Colonial and Revolution songs • Primary source documents (Jackdaws) the American Revolution • Assorted books and posters • One Stop Planner (OSP) • H-SS Web Site

<p>American War of Independence will be examined through a study and discussion of readings from sermons of the Great Awakening, Paine's Common Sense, Whig and Tory debates, and the Declaration of Independence as it relates to "natural rights," "natural law," "all men are created equal," "Laws of Nature," "Nature's God," and "endowed by their creator with certain unalienable rights."</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Continental Congress • Declaration of Independence • democracy • English Bill of Rights • Great Awakening 			
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UNIT II: CONSTITUTIONAL DEVELOPMENT: SHAPING THE NEW NATION'S GOVERNMENT (5 Weeks)

STANDARD: 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.

GOAL: Students will investigate and analyze the historical origins of self government and demonstrate a knowledge of the nature and key concepts of the Constitution and responsible citizenship.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>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. 3. Major ideas leading to the American War of Independence will be</p>	<ul style="list-style-type: none"> • Great Awakening • Philosophy of Government • Declaration of Independence • Enlightenment • Locke, Montesquieu, Rousseau • Magna Carta • Documents • Articles of Confederation 	<p>Holt; <u>US History</u></p> <p>Chapter 2 pp. 58-61</p> <p>Chapter 3 pp. 83-89</p> <p>Chapter 4 pp. 114-135</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart 	<ul style="list-style-type: none"> • Primary source documents • Jackdaws: The Constitution The Presidency and The Bill of Rights • Assorted books and posters • One Stop Planner (OSP) • H-SS Web Site

<p>examined through a study and discussion of readings from sermons of the Great Awakening, Paine's Common Sense, Whig and Tory debates, and the Declaration of Independence as it relates to "natural rights," "natural law," "all men are created equal," "Laws of Nature," "Nature's God," and "endowed by their creator with certain unalienable rights."</p> <p>4. Identify and study the major events and turning points in the War for Independence and its impact on France and other nations; recognizing the contribution of leaders of the new nation such as George Washington, Thomas Jefferson, Benjamin Franklin, and others.</p> <p>1. Trace the development of the Constitution by analyzing the Articles of Confederation and the debates and compromises of the Constitutional Convention in order to help the students appreciate the efforts of the framers to develop a government that was neither too weak nor too strong.</p> <p>2. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers.</p> <p>3. Describe the principles of federalism, separation of powers, checks and balances, the nature and purpose of majority rule, and the</p>	<ul style="list-style-type: none"> • Foundations • Creating a Constitution • Convention Issues • Popular Sovereignty • Compromise • Federalism • Constitution: Articles I • Constitution: Articles II, III • Bill of Rights • Land Ordinance 1785/1787 • Shay Rebellion <p>VOCABULARY</p> <ul style="list-style-type: none"> • Alexander Hamilton • Anti-Federalist • Articles of Confederation • Bill of Rights • checks and balances • Congress • Constitution • federalism • George Washington • James Madison • Loyalist • Patriots • pluralism • representation • separation of powers • state's rights • Thomas Jefferson • US Supreme court • Executive • Judicial • Legislative • Compromise • Ratification • Judicial review • Republic 	<p style="text-align: center;">TCI – Colonial Life and The American Revolution</p> <p>TCI: Constitution in a New Nation</p>		
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ways in which the American idea of constitutionalism preserves individual rights.				
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UNIT III: THE CONSTITUTION IN ACTION (2 Weeks)

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

GOAL: Students will examine the policies, concerns, and challenges in launching the new government.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Understand the new nation's domestic concerns and hardships: political, regional, educational, economic, and cultural; and how the nation demonstrated its government would work.</p> <p>2. Analyze the policies, accomplishments and attributes of leaders of this period: Washington, Jefferson, Madison, Hamilton, John Adams, John Quincy Adams, and others.</p>	<ul style="list-style-type: none"> Whiskey Rebellion Hamilton/Jefferson Federalist & Republicans. Political Parties & Participation National Bank (Jackson) <p>VOCABULARY</p> <ul style="list-style-type: none"> election of 1800 Loose construction Strict construction 	<p>Holt; <u>US History</u></p> <p>Chapter 6 pp. 196-215</p> <p>TCI: Constitution in a New Nation</p>	<ul style="list-style-type: none"> Flow Map Multi-Flow Map Outline Maps Parallel Timelines KWL Chart T-Chart 	<p>Primary sources:</p> <ul style="list-style-type: none"> Jackdaws: The Constitution The Presidency The Bill of Rights Primary Source Documents Assorted books and posters One Stop Planner (OSP) H-SS Web Site

UNIT IV: THE NEW REPUBLIC (2 Weeks)

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

GOAL: Students will examine the policies, concerns, and challenges in the launching of the new government with a focus on the continuing development of the American culture.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Analyze the policies, accomplishments and attributes of leaders of this period: Jefferson, Madison, Hamilton, John Adams, John Quincy Adams, and others.</p> <p>2. Expand knowledge of the War of 1812 as a challenge to the nation's sovereignty, and how the U.S. gained respect.</p> <p>3. Explore education as a basis of democracy.</p> <ul style="list-style-type: none"> • Learn that the founders believed that an educated people are required for a Democratic society to survive. • Recognize the connection between education and democracy symbolized in the Northwest Ordinances and Jefferson's writings. • Study types of education: church, schools, dame schools, and home education. <p>4. Focus on the economic and cultural life of ordinary people; farmers, merchants, traders, women, slaves, Free Blacks, and American Indians.</p> <p>5. Enlightenment through the literature of the period: excerpts from</p>	<ul style="list-style-type: none"> • Whiskey Rebellion • Hamilton/Jefferson • Federalist & Republicans. • Political Parties & Participation • Doctrine of Nullification • Washington's Farewell Address • National Bank (Jackson) • Art/Lit. Romantic (Irving & Cooper) <p>VOCABULARY</p> <ul style="list-style-type: none"> • election of 1800 • Lewis and Clark expedition • Louisiana Purchase 	<p>Holt; <u>US History</u></p> <p>Chapter 4 pp. 122-124; 132-134</p> <p>Chapter 7 pp. 228-233</p> <p>Chapter 8 pp. 270-275</p> <p>TCI: Manifest Destiny in a Growing Nation</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart 	<ul style="list-style-type: none"> • Primary Source Documents • Jackdaws resources • H-SS Web Site • Assorted books and posters • One Stop Planner (OSP) • H-SS Web Site

Washington Irving, James Fenimore Cooper, and others.				
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UNIT V: U.S. FOREIGN POLICY IN THE EARLY REPUBLIC (1 Week)

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

GOAL: Students will explore U.S. foreign policy as a way to understand the causes and consequences of the War of 1812, America’s changing boundaries and the governments relationship with the American Indian nations.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Expand knowledge of the War of 1812 as a challenge to the nation's sovereignty, and how the U.S. gained respect.</p> <p>2. Study land acquisition from the Louisiana Purchase (1803) to the Gadsen purchase (1853) and the political effects including Manifest Destiny and the rise of nationalism (trail blazers).</p> <p>3. Extend knowledge of the westward expansion and the effects of the land acquisition on its inhabitants (i.e., Native Americans, Mexicans, Russians).</p>	<ul style="list-style-type: none"> Lewis & Clark Mello War of 1812: Cause and Consequences Boundary Changes Monroe Doctrine <p>VOCABULARY</p> <ul style="list-style-type: none"> territorial expansion 	<p>Holt; <u>US History</u></p> <p>Chapter 7 pp. 234-249</p> <p>Chapter 8 pp. 260-270</p> <p>TCI: Manifest Destiny in a Growing Nation</p>	<ul style="list-style-type: none"> Flow Map Multi-Flow Map Outline Maps Parallel Timelines KWL Chart T-Chart 	<ul style="list-style-type: none"> Primary Source Documents Jackdaws resources H-SS Web Site Assorted books and posters One Stop Planner (OSP)

UNIT VI: WESTWARD EXPANSION AND MOVEMENT (2 Weeks)

STANDARD: 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.

GOAL: Students will trace the divergent paths of the American people from 1800-1850 with a focus on the continued development of the growing nation; its expansion in the West and its cultural, political, and economic changes.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. The West.</p> <ul style="list-style-type: none"> • Trace the United States' policy of westward expansion. • Examine the political development of the nation during the era of Andrew Jackson. • Define the changes brought about during Jackson's presidency and its subsequent effects on suffrage, the economy, the judicial system, treatment of Native Americans (Trail of Tears), and regional identity and politics (common man). • Critique Alex de Tocquville's view of 1830's America and compare it with life in the United States today, attempting to discover the reasons for the similarities and differences of each time period (view of women). • Understand the changes in the social development of the United States 1800-1850. • Extend knowledge of the westward expansion and the effects of the land acquisition on its inhabitants (i.e., Native Americans, 	<ul style="list-style-type: none"> • Jackson: Election & Actions • Mexican War / Texas War • Manifest Destiny: Trail of Tears, • California Gold Rush <p>VOCABULARY</p> <ul style="list-style-type: none"> • American West • Spoils System • Agrarian • Frontier • Manifest Destiny • Cash Crops • Sectionalism • Expedition • Mountain men • Annex • Mexican War • Forty-niner • Overland Trails 	<p>Holt; <u>US History</u></p> <p>Chapter 9 pp. 284-299</p> <p>Chapter 10 pp. 308-333</p> <p>TCI: Manifest Destiny in a Growing Nation</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart 	<ul style="list-style-type: none"> • Primary Source Documents • Jackdaws resources • H-SS Web Site • Assorted books and posters • One Stop Planner (OSP)

<p>Mexicans, Russians).</p> <ul style="list-style-type: none"> Recognize the shift of political involvement from the educated, wealthy class to the common people, emphasizing settlers west of the Appalachians. Trace the development of an American way of life by studying changes in literature, music, customs, traditions, and more as influenced by the divergent ethnic groups in American society. Examine the emergence of the rugged individual as part of the western folklore and national self-image. 				
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UNIT VII: CHANGING AMERICAN CULTURE (2 Weeks)

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

GOAL: Students will examine the continuing development of American culture with a focus on the role of women, philosophy, and education.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Enhance the understanding of the changing American culture</p> <ul style="list-style-type: none"> Recognize and be sensitive to the changes in society during this period through primary source reading such as Dickens' American Notes and letters of Lowell, 	<ul style="list-style-type: none"> Reforms: Women's Suffrage American Art & Literature <p>VOCABULARY</p> <ul style="list-style-type: none"> Factory System Labor Reform Industrial Revolution Social reform Women's Rights 	<p>Holt; <u>US History</u></p> <p>Chapter 13 pp. 400-429</p> <p>TCI: Civil War and Reconstruction</p>	<ul style="list-style-type: none"> Flow Map Multi-Flow Map Outline Maps Parallel Timelines KWL Chart 	<ul style="list-style-type: none"> Primary Source Documents Jackdaws resources H-SS Web Site Assorted books and posters One Stop Planner (OSP)

Massachusetts mill women. • Identify and summarize the major reform movements and reformers that changed society during the early 1800's in the areas of education, women's rights, mental and penal institutions, and abolition of slavery.	movement			
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UNIT VIII: SECTIONALISM AND SLAVERY (7 Weeks)

STANDARD: 8.6 Students analyze the divergent parts 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.

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

GOAL: Students will trace the divergent paths of the American people from 1800-1850 with a focus on the continued development of the growing nation; and the challenges they faced in both the Northeast and South.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Northeast • Investigate the Industrial Revolution (1790-1850) • Study the factors which contributed to its growth (inventions, etc.). • Chart the changes made in people's lives and work in the areas of manufacturing, transportation, mining, communications,	• Immigration • Transportation • Origin of Slavery • Southern Economy- King Cotton • Abolitionist (Tubman, Weld, Douglas & Garrison) • Slave Revolts – Turner & Vesey • Compromise – Law & Courts (Dred Scott, Missouri, 1850 & Henry Clay)	Holt; <u>US History</u> Chapter 11 pp. 346-367 Chapter 12 pp. 376-391 Chapter 13 pp. 400-429 TCI: Civil War and Reconstruction	• Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart	• Primary Source Documents • Jackdaws resources • H-SS Web Site • Assorted books and posters • One Stop Planner (OSP)

<ul style="list-style-type: none"> • agriculture, and immigration to cities. • Examine and interpret the conditions that led to economic periods of boom and bust and progress and poverty. <p>2. The South</p> <ul style="list-style-type: none"> • Describe its aristocratic traditions and plantation economy. Understand its dependence on a system of slave labor and the marked effects it had on the South's political, social, economic, and cultural development. • Recognize the role that plantation crops--cotton, rice, sugarcane, tobacco--played in perpetuating its "peculiar institution." • Compare reforms and advances in other parts of the country with the South's lack of change. (Jacksonian egalitarianism, reforms of 1840's, public education). Investigate the institution of slavery. • Trace the origins in its historical setting. • Compare the American system with that of other societies. • Discuss the daily lives of plantation slaves. • Examine living and working conditions that led to Inspect 	<ul style="list-style-type: none"> • Webster & Calhoun • Lincoln-Douglas (1860 Election) <p>VOCABULARY</p> <ul style="list-style-type: none"> • antebellum period • cotton gin • abolition • antislavery ideology • Compromise of 1850 • divided loyalties • Dred Scott decision • Immigration • Capitalism • Factory System • Labor • Reform • Industrial Revolution 			
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<p>slave auction practices. Understand the breakdown of the family unit.</p> <p>3. Slavery and the Abolitionist Movement</p> <ul style="list-style-type: none"> • Pay attention to restrictive laws. • Recognize their results (lack of freedoms and economic opportunities, illiteracy, slave revolts). • Observe their increasing severity. • Note how free blacks' opportunities were curbed. • Unfold the story of the abolitionist movement. • Examine blacks' efforts to win freedom for their own people. (Frederick Douglass, Charles Remond, Sojourner Truth, Harriet Tubman, Robert Purvis). • Summarize the efforts of abolitionist leaders such as Theodore Weld and William Lloyd Garrison. • Read Excerpts from a variety of primary sources (writings by Frederick Douglass, Harriet Beecher Stowe, William Lloyd Garrison, David Walker, slaves' narratives, and abolitionist tracts). 				
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UNIT IX: THE CIVIL WAR (3 Weeks)

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

GOAL: Students will recognize the impact of the Civil War on the development of a more perfect union by studying the causes, events, and significant consequences of the war.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Explore the many causes of the Civil War including the following: Divisive nature of slavery, Wilmot Proviso, Missouri Compromise, compromise of 1859, Kansas-Nebraska Act, Ostred Manifesto, Dred Scott case, Lincoln-Douglas debates, raid on Harper's Ferry, and tariff disputes.</p> <p>2. Understand the challenges to the Union and Constitution made by the ideas of states' rights, nullification, southern nationalism, and secession as evidenced in the following events: creation of the Republican Party, Election of 1860, a secession of southern states, and the firing on Fort Sumter.</p> <p>3. Examine the civil War; its battlefield campaigns, human and economic costs, and Lincoln's presidency including his inaugural address, Gettysburg Address, and Emancipation Proclamation.</p> <p>4. View the Civil War</p>	<ul style="list-style-type: none"> • Gettysburg Address; • Emancipation Proclamation • North & South Similarities-Differences • Battles: Gettysburg • Strategy • Lee, Davis, Grant • Appomattox <p>VOCABULARY</p> <ul style="list-style-type: none"> • Abraham Lincoln • Appomattox • Emancipation Proclamation • secession • sectionalism • Emancipate • Racism • Succession • Civil War • Popular sovereignty • Fugitive • Compromise • Emancipation Proclamation • Gettysburg address 	<p>Holt; <u>US History</u></p> <p>Chapter 14 pp. 438-459</p> <p>Chapter 15 pp. 472-503</p> <p>TCI: Civil War and Reconstruction</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart 	<ul style="list-style-type: none"> • Primary Source Documents • Jackdaws resources • H-SS Web Site • Assorted books and posters • One Stop Planner (OSP)

as a watershed in the American history by studying the mythologized antebellum South and its destruction.				
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UNIT X: RECONSTRUCTION (3 Weeks)

STANDARD: 8.11 Students analyze the character and lasting consequences of Reconstruction.

GOAL: Students will recognize the aims of Reconstruction, its effect on the South and the political, economic, and social impact it had on the United States.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Study the course and impact of the Reconstruction by examining the economic ruin in the South, the struggle for power in the South, the impeachment of Andrew Johnson, the developments regarding Black Americans, the southern reaction to Carpetbaggers, the 1872 Amnesty Act, the Election of 1876 and withdrawal of troops from the South.</p> <p>2. Understand the ramifications of the Civil War including the rise and fall of blacks' hopes, the undermining of amendments 13-15, the replacement of slavery by Jim Crow laws, the significance of Plessy vs. Ferguson 1896, racism as evidenced by lynch mobs and the Ku Klux Klan, and the connection between the Civil War amendments as a basis for progress of the Civil Rights movement of the 20th century.</p>	<ul style="list-style-type: none"> 13, 14, 15th Amendment (Theory) Freedman's Bureau (Plan) Jim Crow Laws (Practice) KKK (Practice) <p>VOCABULARY</p> <ul style="list-style-type: none"> Compromise of 1877 Freedman's Bureau impeachment Ku Klux Klan Reconstruction amendments segregation 	<p>Holt; <u>US History</u></p> <p>Chapter 16 pp. 512-531</p> <p>TCI: Civil War and Reconstruction</p>	<ul style="list-style-type: none"> Flow Map Multi-Flow Map Outline Maps Parallel Timelines KWL Chart T-Chart 	<ul style="list-style-type: none"> Primary Source Documents Jackdaws resources H-SS Web Site Assorted books and posters One Stop Planner (OSP)

UNIT XI: THE RISE OF INDUSTRIAL AMERICA (3 Weeks)

STANDARD: 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.

GOAL: Students will study the impact of the second Industrial Revolution in the late 19th Century in order to discover its impact on the countries political, economic, and social condition.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Map the settling of the trans-Mississippi West. Examine the development of national transportation networks including the building of the transcontinental railroad. Gather information concerning the Native Americans and the conflicts which developed in their lives including the destruction of the buffalo, the Indian wars, and the emotional upheaval caused by removal to Indian Reservations. Use primary sources recalling these changes such as Chief Joseph's surrender speech.</p> <p>2. Investigate and trace the development of Industrial America. Investigate the expansion and concentration of basic industries and its relationship to the development of entrepreneurship and the rise of organized labor. Examine positive aspects of the period. Make a study of new technology and mass production.</p>	<ul style="list-style-type: none"> • Indian Policy • Agricultural Development • Entrepreneurs & Inventions • Immigrants, labor & reform • Urban Transformation <p>VOCABULARY</p> <ul style="list-style-type: none"> • assimilation • capitalism • Ellis Island • industrialization • populism • Immigration • Factory System • Labor • Reform • Industrial Revolution • Social reform • Women's Rights movement 	<p>Holt; <u>US History</u></p> <p>Chapter 17 pp. 546-565</p> <p>Chapter 18 pp. 574-597</p> <p>Chapter 19 pp. 606-631</p> <p>TCI: Rise of Industrial America</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart 	<ul style="list-style-type: none"> • Primary Source Documents • Jackdaws resources • H-SS Web Site • Assorted books and posters • One Stop Planner (OSP)

UNIT XII: THE CONSTITUTION (5 Weeks)

STANDARD: 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.

GOAL: Students will investigate and analyze the practice of self government and demonstrate a knowledge of the nature and key concepts of the Constitution and responsible citizenship.

Curriculum Objective	Essential Concepts and Objectives	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Provide an in-depth study of the Constitution with a forum on the following:</p> <ul style="list-style-type: none"> • An understanding of the information contained in the preamble, articles, and amendments. • That our democratic government is based on the consent of the governed. Our government has a delicate balance of power and interest. • The amending process continues to meet the needs of a changing society. <p>2. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers.</p> <p>3. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>4. Describe the principles of federalism, separation</p>	<ul style="list-style-type: none"> • Popular Sovereignty • Federalism • Constitution: Articles I • Constitution: Articles II, III • Bill of Rights <p style="text-align: center;">VOCABULARY</p> <ul style="list-style-type: none"> • Executive • Judicial • Legislative • Compromise • Ratification • Judicial review • Republic • Loose construction • Strict construction 	<p>Holt; <u>US History</u></p> <p>Chapter 4 pp. 125-135</p> <p>Chapter 5 pp. 140-187</p> <p>TCI: Constitution in a New Nation</p>	<ul style="list-style-type: none"> • Flow Map • Multi-Flow Map • Outline Maps • Parallel Timelines • KWL Chart • T-Chart 	<p>Primary sources:</p> <ul style="list-style-type: none"> • Jackdaws: The Constitution The Presidency The Bill of Rights • Primary Source Documents • Assorted books and posters • One Stop Planner (OSP) • H-SS Web Site

<p>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.</p> <p>5. Describe the basic law making process and how the Constitution provides numerous opportunities for citizens to participate in the political process.</p> <p>6. Understand the functions and responsibilities of a free press.</p>				
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MATERIALS

Basic Text: United States History: Independence to 1914, Deverell and White, 2006 Holt, Rinehart and Winston. Resources and support materials provided by publisher.

History-Social Science Web Site: <http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm>

- Specific Grade Level Resources
- H-SS Reading Strategies & Support
- Primary Sources
- Best Practice Lessons
- Calendar of Events
- Web Link Resources
- Graphic Organizers
- CST Review
- Academic Vocabulary
- Benchmark Assessments

Teachers' Curriculum Institute - History Alive! Modern World History Program Technology resources that may include Internet Access and Computer Software Audio-Visual Support Material that may include slides, videos and transparencies

Supplemental non-fiction and historical literature:

- Primary Sources
- Realia
- Maps and Atlases
- Timelines
- Music and Songs
- Guest Speakers
- Newspapers and Magazines
- Current Event

METHODS OF INSTRUCTION

A variety of instructional strategies are used to accommodate students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction and a Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies	Overt Strategies		
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Restate in Journal/Notes 	<ul style="list-style-type: none"> Stand Up/Sit Down 	<ul style="list-style-type: none"> Idea Wave
<ul style="list-style-type: none"> Imagine Observe 	<ul style="list-style-type: none"> Hand Signals Model with Manipulatives 	<ul style="list-style-type: none"> Response Boards Graphic Organizers 	<ul style="list-style-type: none"> Pair-Share Folded Paper
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Cooperative Groups Choral Response 	<ul style="list-style-type: none"> Give One/Get One Point to Examples 	<ul style="list-style-type: none"> Foggiest Point Brainstorm

Significant, Proven Strategies for ALL History/Social Science Students

- Inquiry Activities
- Current Events
- Written/Oral Presentations
- Peer Teaching
- Short/Long-term projects
- Guest Speakers
- Essential Questions
- Summarization

Reading Strategies in History/Social Science

- Learning Logs
- Pre-teaching Knowledge
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text

SDAIE Strategies for English Learners

- Tapping/Building
- Prior Knowledge (Graphic Cognates Organizers, Schema)
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulatives, Visuals)
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

Primary Language Support

- Preview/review Grouping
- Parallel Texts
- Cognates

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

Classroom Instruction That Works (Marzano & Pickering)

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

VOCABULARY

Eight Characteristics of Effective Direct Vocabulary Instruction

1. Effective vocabulary instruction does *not rely on definitions*.
2. Students must *represent* their knowledge of words in *linguistic and nonlinguistic ways*.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through *multiple exposures*.
4. *Teaching word parts* enhances student's understanding of terms.
5. Different types of words require *different types of instruction*.
6. Students should *discuss the terms* they are learning.
7. Students should *play with words*.
8. Instruction should *focus on terms* that have a *high probability of enhancing*
9. *academic success*.

A Six-Step Process for Effective Vocabulary Instruction

- Step 1: The teacher provides a description, explanation, or example of the new term.
- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Periodically, students do activities that help them add to their knowledge of vocabulary terms.
- Step 5: Periodically, students are asked to discuss the terms with one another.
- Step 6: Periodically, students are involved in games that allow them to play with the terms.

ASSESSMENT

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history

Required Assessments:

- Quarterly Benchmark Assessments

Additional Assessments:

- Tests and quizzes
- Writing products including journals and essays
- Visual products
- Visual products
- Oral presentations of projects, plays, reader's theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audiotapes
- Teacher observations
- Class participation

Form of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			Content Standards Test (CST)
District Developed Assessments			Quarterly Benchmark Assessments
Holt, Reinhart, & Winston and other sources	<ul style="list-style-type: none">• Interpreting timeline, graphs, charts, and diagrams• Analyze primary and secondary sources for point of view, audience and purpose.• Interpret political cartoons.	<ul style="list-style-type: none">• Chapter and Unit Tests• Test Bank CD-ROM	

Suggested Grading Scale:

The assignment of letter grades will be based on the following grading scale:

A	=	90	-	100%
B	=	80	-	89%
C	=	70	-	79%
D	=	60	-	69%
F	=	0	-	59%

GRADING SCALE			
	Grade	Percentage	Four Point Rubric Score*
Advanced Proficient	A	90 – 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric