

Course of Study:
American History
(Grade 8)



**Course of Study [Social Studies] - [SPRING 2023]
[American History — Grade 8]**

THEME: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.- Ohio Department of Education, Ohio Learning Standards for Social Studies.

Strand: History HISTORICAL THINKING AND SKILLS

<p>Learning Standard: 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>Content Elaboration:</p> <p>Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspectives or points of view they represent.</p> <p>Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.</p> <p>In using documents, historians determine the applicability of information and separate factual information from opinion and other sources. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.</p> <p>Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p>

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<ul style="list-style-type: none"> ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● Documents produced for, by and in reference to the US and State governments. ● Mayflower Compact ● The Digital Public Library of America 	<p>How Re-Taught? teacher-directed instruction</p>
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Strand: History COLONIZATION TO INDEPENDENCE

<p>Learning Standard: 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>Content Elaboration: Many different American Indian cultures inhabited North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of the American Indian cultures.</p> <p>Economic reasons for European exploration of the Americas include the pursuit of new trade routes to Asia, the quest for new opportunities and the search for resources. The Europeans found resources that were in demand in Europe. Religious reasons for Europeans coming to North America include escaping persecution, creating religious sanctuaries, and converting American Indians to Christianity.</p> <p>Expectations for Learning: Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.</p>	<p>How Taught? Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects</p>

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<ul style="list-style-type: none"> ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Lost Colony of Roanoke CSI ● Gilder Lehrman materials ● 10 Things You May Not Know About the French & Indian War. - History.com ● Video: PBS - Amerigo Vespucci ● Video: Deconstructing History: Mayflower ● Video: What Happened to the Lost Colony of Roanoke 	<p>Essays</p> <hr/> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>
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Strand: History COLONIZATION TO INDEPENDENCE

<p>Learning Standard: 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>Content Elaboration:</p> <p>Rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.</p> <p>European powers competed with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating with the French and Indian War.</p> <p>Expectations for Learning: Explain how competition for control of territory and resources in North America led to conflicts among European colonizing powers.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems</p>

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<ul style="list-style-type: none"> ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● PBS The War That Made America-Battle of Fort Necessity 	<p>Simulations Research projects Essays</p>
	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: History COLONIZATION TO INDEPENDENCE

<p>Learning Standard:</p> <p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.</p> <p>Content Elaboration:</p> <p>The general perspective of Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation of many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor.</p> <p>Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Slaves were used in maritime trade, manufacturing, and agriculture, as artisans and as domestics.</p> <p>Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops.</p> <p>Slaves from Africa contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>Expectations for Learning: Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.</p> <p>Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● Slavevoyages.org 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught? teacher-directed instruction</p>

Strand: History COLONIZATION TO INDEPENDENCE

<p>Learning Standard: 5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p> <p>Content Elaboration: A chain of political, economic, and social changes that occurred during the Enlightenment helped to spur the American Revolution.</p> <p>The ideas of the Enlightenment thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include:</p> <p style="padding-left: 40px;">rights of the citizen;</p>	<p>How Taught? Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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natural law;
reason; and
idea of popular government.

Actions instituted by the British government that angered the American colonists include:

- Proclamation of 1763;
- Sugar Act;
- Stamp Act;
- Townshend Acts;
- Tea Act;
- Coercive or Intolerable Acts; and
- Quartering Act.

Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on:

- natural rights;
- limitations on the power of the government;
- social contract; and
- consent of the governed.

Expectations for Learning:

Connect the Enlightenment ideas and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.

Materials:

- Textbook: *Discovering Our Past- A History of the United States Early Years* by McGraw Hill
- *History Detectives* (Purchased by CLSD around 2015)
- Content specific ODE materials
- Materials from piloted textbooks.
- EdPuzzle
- Crash Course videos
- Read Like a Historian materials
- New Visions materials

How Assessed?

- Chapter/Unit tests
- Vocabulary Assessments
- Presentations/podcasts
- Write poems
- Simulations
- Research projects
- Essays

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<ul style="list-style-type: none"> ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● <i>The Midnight Ride of Paul Revere</i> by Henry Wadsworth Longfellow ● Video: Griot B-Party's Going On (Boston Tea Party Rap) ● Video: National Geographic- The Boston Tea Party ● Video: American Battle Field Trust- Paul Revere 4 minute video ● Video: Too Late to Apologize: A Declaration ● Video: Hamilton the Musical Parody- You'll be Back 	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>
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Strand: History COLONIZATION TO INDEPENDENCE

<p>Learning Standard: 6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.</p> <p>Content Elaboration:</p> <p>The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides.</p> <p>Key events and battles during this war included:</p> <ul style="list-style-type: none"> Battle of Bunker Hill; Battle of Trenton; Valley Forge; Battle of Saratoga; and Battle of Yorktown. <p>The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.</p> <p>Expectations for Learning:</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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Describe how key battles and individuals helped lead to the American victory in the American Revolution.

Materials:

- Textbook: *Discovering Our Past- A History of the United States Early Years* by McGraw Hill
- *History Detectives* (Purchased by CLSD around 2015)
- Content-specific ODE materials
- Materials from piloted textbooks.
- EdPuzzle
- Crash Course videos
- Read Like a Historian materials
- New Visions materials
- *Story of Us*
- Library of Congress materials
- US Senate materials
- www.aoc.gov materials
- National Parks materials
- Gilder Lehrman materials
- *The Ultimate Guide to the Presidents Series*
- MountVernon.org
- Biography Channel: George Washington
- History Channel: George Washington: From General to President
- American Battlefield Trust

How Assessed?

- Chapter/Unit tests
- Vocabulary Assessments
- Presentations/podcasts
- Write poems
- Simulations
- Research projects
- Essays

How Re-Taught?

teacher-directed instruction

John Adams miniseries	John Adams Miniseries	Excerpts
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The Notorious Benedict Arnold	https://www.amazon.com/Notorious-Benedict-Arnold-Adventure-Treachery/dp/1250024609	Used in teaching some course sections, some years in addendum to the study of the American Revolution
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George Washington's Teeth	https://www.amazon.com/George-Washingtons-Teeth-Deborah-Chandra/dp/0312376049	Used to support understanding of difficulties faced by early Americans in the face of
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		limited health knowledge and health care.
John, Paul, George and Ben	https://www.amazon.com/John-Paul-George-Lane-Smith/dp/0786848936	Getting to know the Founding Fathers beyond formal, official documents is difficult. This children's book uses what we know about John Adams, Paul Revere, George Washington and Ben Franklin to tell a story of these four founders as children.

Strand: History A NEW NATION

<p>Learning Standard: 7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p>Content Elaboration:</p> <p>The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.</p> <p>The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues.</p> <p>Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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documents and address issues facing the new nation.

One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.

Expectations for Learning:

Analyze the new relationships for the American people that resulted from the American Revolution.

Materials:

- Textbook: *Discovering Our Past- A History of the United States Early Years* by McGraw Hill
- *History Detectives* (Purchased by CLSD around 2015)
- Content-specific ODE materials
- Materials from piloted textbooks.
- EdPuzzle
- Crash Course videos
- Read Like a Historian materials
- New Visions materials
- *Story of Us*
- Library of Congress materials
- US Senate materials
- www.aoc.gov materials
- National Parks materials
- Gilder Lehrman materials
- *The Ultimate Guide to the Presidents Series*
- Albigeance Waldo-From the diary of a Surgeon at Valley Forge 1777-University of Groningen
- New Jersey Parks and Forests

How Assessed?

- Chapter/Unit tests
- Vocabulary Assessments
- Presentations/podcasts
- Write poems
- Simulations
- Research projects
- Essays

How Re-Taught?

teacher-directed instruction

270 to Win	https://www.270towin.com/historical-presidential-elections/timeline/	This website provides an easy way to examine the role of the electoral college in electing the President of the United States.
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Diary of an Early American Boy	https://www.amazon.com/Diary-Early-America	Used to support understanding of early farm
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	n-Boy-Americana/dp/0486436667	<p>life. This book focuses on the home life, technology, and seasonal nature of Americans during first settlement in New England.</p>
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Strand: History A NEW NATION

<p>Learning Standard: 8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>Content Elaboration: Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:</p> <ul style="list-style-type: none"> no chief executive; no federal courts; maintaining national security; creating a stable economic system; paying war debts; collecting revenue; regulating trade; and amending the Articles of Confederation. <p>Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving:</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>powers of the central government versus the states;</p> <p>adoption of the Bill of Rights;</p> <p>congressional representation;</p> <p>the extent of democratic participation; and</p> <p>the continued institution of slavery.</p> <p>Expectations for Learning: Analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● A selection of short iCivics videos ● Due Process and Equal Protection article by PBS ● ICivics- Northwest Territory 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught? teacher-directed instruction</p>

Strand: History A NEW NATION

<p>Learning Standard: 9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p>Content Elaboration:</p>	<p>How Taught? Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods</p>
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Actions of early U.S. presidential administrations established a strong federal government.

Washington Administration:

creation of the national bank;

Whiskey Rebellion;

Greenville Treaty; and

Jay's Treaty.

Adams Administration:

Alien & Sedition Acts; and

maintaining neutrality.

Jefferson Administration:

Marbury v. Madison; and

Louisiana Purchase.

Madison Administration:

War of 1812.

Monroe Administration:

McCulloch v. Maryland;

negotiating treaties to secure U.S. borders;
and

The Monroe Doctrine.

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.) Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.

Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

Graphic organizers

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<p>Expectations for Learning: Explain how early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● <i>The Ultimate Guide to the Presidents Series</i> ● Video review of differences between Jefferson & Hamilton - APUSH review ● "The XYZ Affair" Educational Video ● <i>Cliffhanger</i> - The Election of 1800 article from Smithsonian Magazine ● Video: George Washington: America's First & Birth of a Nation Documentary-Biography.com ● Be Washington Game ● Video: Hamilton Cabinet Battle #2-Cean version ● Video: "The XYZ Affair" Educational Video 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught? teacher-directed instruction</p>

Strand: History EXPANSION

<p>Learning Standard: 10. The United States added to its territory through treaties and purchases.</p> <p>Content Elaboration: The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with:</p> <p style="padding-left: 40px;">Spain - Adams-Onís Treaty;</p>	<p>How Taught? Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>Great Britain - Oregon Treaty; and</p> <p>Mexico - Treaty of Guadalupe Hidalgo.</p> <p>The U.S. expanded its territory through purchases from:</p> <p>France - Louisiana Purchase;</p> <p>Mexico - Gadsden Purchase; and</p> <p>Russia - Alaska Purchase.</p> <p>Expectations for Learning: Describe how the United States added to its territory through treaties and purchases.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● <i>The Ultimate Guide to the Presidents Series</i> ● <i>Why Lewis & Clark Matter</i> - Article from Smithsonian Magazine ● Video: Ted-Ed The historical audacity of the Louisiana Purchase - Judy Walton ● Video: The Lewis and Clark Expedition ● Video: Teen Kids News breaks down the meaning of the Star-Spangled Banner 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: History EXPANSION

<p>Learning Standard: 11. Westward expansion contributed to economic and industrial development, debates over sectional issues,</p>	<p>How Taught?</p> <p>Direct instruction</p>
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<p>war with Mexico and the displacement of American Indians.</p> <p>Content Elaboration:</p> <p>Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. Resources, such as gold and fur, were discovered in the acquired territories.</p> <p>As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including slavery and tariffs. Westward expansion escalated the debate over the key sectional issue of whether slavery should be extended into the new territories.</p> <p>Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.</p> <p>Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including the Indian Removal Act and the Trail of Tears.</p> <p>In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.</p> <p>Expectations for Learning: Explain how westward expansion contributed to economic, agricultural and industrial development.</p> <p>Analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.</p>	<p>Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p>

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- New Visions materials
- National Geographic.org materials
- *Story of Us*
- Library of Congress materials
- US Senate materials
- www.aoc.gov materials
- National Parks materials
- Gilder Lehrman materials
- *The Ultimate Guide to the Presidents Series*
- 27 industrial revolution inventions that changed the world.
- *7 Negative effects of the Industrial Revolution* article from History.com
- <https://ronhenggeler.com/Newsletters/2016/8.20/Newsletter.html> (images of San Francisco pre and post-gold rush)
- Archive.org (Oregon Trail)

How Re-Taught?

teacher-directed instruction

Andrew Jackson, Good, Evil and the Presidency	Andrew Jackson: Good, Evil and the Presidency	Originally prepared by PBS, excerpts are used to show the complicated nature of Andrew Jackson's Presidency.
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Lewis and Clark Expedition Films	https://www.youtube.com/watch?v=DhPBfnDkO2w&ab_channel=Biography The Great Journey West by National Geographic America, the Story of Us Westward Expansion	There are multiple well done film resources on Lewis and Clark's expedition. These films include both primary sources from journal and diary entries of Merriweather Lewis and some of the men on the expedition. Along with these are reenactments
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		<p>and historical interpretations set on the Missouri River and along the trail of the expedition.</p>
<p>Lewis and Clark, Tracing the Expedition's path</p>	<p>The Smithsonian Magazine</p> <p>For a faster reading: http://offbeatoregon.com/H1006d_BiliousPills.html</p>	<p>The Smithsonian Museum of American History details Lewis and Clark's use of Calomel, mercury chloride. The article provides an intersection of science and American History. The remnants of the men's use of mercury (ingested in large tablet purgatives) are still detectable today.</p>
<p>Lewis and Clark Research Based Lesson</p>	<p>https://docs.google.com/document/d/1rukGMxfDyeizYW3Z_zXtms6oIGCIRhOtybkSnRSho/edit?usp=sharing</p>	<p>This assignment requires research using both primary and secondary sources to understand the growth of the United States into the west. There is a particular focus on Ohio.</p>

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<p>Child Labor Collected by the Library of Congress</p>	<p>Child Labor L.O.C.</p>	<p>Characterizing the industrial revolution, understanding child labor through images in factories and work places, these primary source photos.</p>
<p>Lyddie</p>	<p>https://www.amazon.com/Lyddie-e-Puffin-Novel-Katherine-Patterson/dp/0140373896</p>	<p>Has been read in its entirety during instruction surrounding the industrial revolution. This is particularly directed towards industrialism of the textile industry and the intensive use of water power.</p>
<p>River Ran Wild</p>	<p>The River Ran Wild</p>	<p>Early American industrialism led to lasting environmental impacts. This children's book details the story of the recovery of the Nashua River.</p>
<p>Bobbin Girl</p>	<p>Bobbin Girl</p>	<p>Emily Arnold captures the experience of young children in textile mills in a children's book accompanied</p>

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		with amazing illustrations.
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Strand: History CIVIL WAR AND RECONSTRUCTION

Learning Standard:

12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

Content Elaboration:

The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including:

tariff policy;

the national bank;

internal improvements;

sale of public lands; and

slavery.

In several key instances, the sectional issues involved arguments over states' rights:

Tariff of Abominations; and

Nullification Crisis of 1832-33.

One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s:

Missouri Compromise:

How Taught?

Direct instruction

Small group instruction

Project Based Learning

Textbook Reading

Videos

ODE and teacher-selected materials and methods

Graphic organizers

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<p>Wilmot Proviso;</p> <p>Compromise of 1850; and</p> <p>Kansas-Nebraska Act.</p> <p>The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.</p> <p>The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to allow slavery.</p> <p>Expectations for Learning: Compare the positions of sections of the United States on issues from the 1820s through the 1850s.</p> <p>Summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● Teacher annotated, edited, abridged and published version of Narrative of the Life of an American Slave (The Autobiography of Fredrick Douglas) ● <i>Unchained Memories</i> video ● Multiple videos about Slavery and Abolition ● Call and Response: "Hoe Emma Hoe" ● Spiritual: "Roll Jordan Roll" ● Video: Slavery in Cotton Country For Kids ● Video: American Battlefield Trust John Brown's Raid on Harpers Ferry 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>

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<p>Mathew Brady Photos Collected by the Library of Congress</p>	<p>Library of Congress</p>	<p>Brady's and others' photography enhanced and changed people's understanding of war "on the home front."</p>
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Strand: History CIVIL WAR AND RECONSTRUCTION

<p>Learning Standard: 13. Key events and significant figures in American history influenced the course and outcome of the Civil War.</p> <p>Content Elaboration:</p> <p>The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy.</p> <p>Key events and battles include:</p> <ul style="list-style-type: none"> Fort Sumter; Battle of Antietam; Battle of Gettysburg; Battle of Vicksburg; Sherman's March to the Sea; Emancipation Proclamation; Lee's surrender at Appomattox Courthouse; and assassination of Abraham Lincoln. <p>The course of the war was shaped by the efforts of the</p>	<p>How Taught?</p> <ul style="list-style-type: none"> Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers
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<p>military and civilians, including women, free and enslaved Africans.</p> <p>Expectations for Learning: Describe how key battles and individual contributions helped lead to the defeat of the secessionist states.</p>	
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<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● American Battlefield Trust: Emancipation Proclamation ● Video: National Geographic: Lincoln and Douglass ● Video: “Battle of the Ironclads” by Virginia Museum of History & Culture ● Emancipation Proclamation video ● Video: “How Black Soldiers Went from Slavery to Free Forever” by Smithsonian Channel ● Opening scene of <i>Lincoln</i> and Quoting Speech scene ● Pepsi Edition of <i>Glory</i> 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p>
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	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>
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<p>The Atlantic Slave Trade</p>	<p>https://www.youtube.com/watch?v=SKo-XxfywK&ab_channel=Slate</p>	<p>A very short history of the Atlantic Slave Trade. It includes all of the KNOWN slave ships leaving Africa and arriving in North and South American as well as the Carribean.</p>
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Strand: History CIVIL WAR AND RECONSTRUCTION

<p>Learning Standard: 14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p> <p>Content Elaboration:</p> <p>The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated enslaved Americans, and began the period of Reconstruction for the South.</p> <p>During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights.</p> <p>Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes and forming organizations such as the Ku Klux Klan.</p> <p>Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.</p> <p>Expectations for Learning: Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations</p>
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<ul style="list-style-type: none"> ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials 	<p>Research projects Essays</p>
	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Geography SPATIAL THINKING AND SKILLS

<p>Learning Standard: 15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p>Content Elaboration:</p> <p>Modern and historical maps, as well as other geographic tools can be used to analyze how historical events have been influenced by the distribution of natural resources, topography and geographic location.</p> <p>These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.</p> <p>Expectations for Learning: Analyze the ways in which historical events are shaped by geography using both modern and historical maps as well as other geographic tools.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught?</p>

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<ul style="list-style-type: none"> • National Parks materials • Gilder Lehrman materials 	teacher-directed instruction
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Strand: Geography HUMAN SYSTEMS

<p>Learning Standard: 16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>Content Elaboration:</p> <p>The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources:</p> <p>In the north, the abundance of resources allowed for the development of manufacturing and shipping.</p> <p>In the south, the soil and climate was conducive for the growing of cash crops which drained southern soils of essential nutrients and helped force the westward expansion of the plantation system.</p> <p>Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration.</p> <p>New settlers negatively affected the environment by impacting native vegetation, sources of water, and wildlife for economic gain.</p> <p>Expectations for Learning: Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.</p> <p>Explain how the economic expansion of the United States sometimes resulted in unintended environmental consequences.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>Materials:</p> <ul style="list-style-type: none"> • Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill • <i>History Detectives</i> (Purchased by CLSD around 2015) • Content specific ODE materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems</p>
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<ul style="list-style-type: none"> ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● American Progress painting by Gast ● Professor Sandweiss' article about how she uses American Progress. ● <i>Saving the Bay - The Aftermath of the Gold Rush</i> video. ● Tanya Schevitz' article about the Gold Rush Ship. 	<p>Simulations Research projects Essays</p>
	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Geography HUMAN SYSTEMS

<p>Learning Standard: 17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>Content Elaboration:</p> <p>The development of the colonies into regions reflected the geographic characteristics of the region and the origins of its settlers and caused displacement of American Indians.</p> <p>In the south, the plantation economy relied upon slave labor. In the north, the manufacturing and industrial economy that developed was less reliant on slavery. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.</p> <p>The opening of lands west of the Appalachians for white settlers led the government to move American Indians further west through treaty negotiations or by forcible removal.</p> <p>Sections of North America developed new patterns of settlement and land use due to the movement of</p>	<p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p>
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<p>people through immigration, importation of slaves and the displacement of American Indians. These new patterns of settlement and land use influenced the political and economic development of the United States with the creation of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.</p> <p>The movement of people and products necessitated the construction of better transportation networks.</p> <p>Expectations for Learning: Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content-specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials 	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Geography HUMAN SYSTEMS

<p>Learning Standard: 18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading</p>
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<p>Content Elaboration:</p> <p>Cultural biases, stereotypes, and prejudice against groups such as Americans Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.</p> <p>Expectations for Learning: Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.</p>	<p>Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials ● Video: Seneca Falls Convention- PBS 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught? teacher-directed instruction</p>

Strand: Geography HUMAN SYSTEMS

<p>Learning Standard: 19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.</p> <p>Content Elaboration:</p> <p>Democratic ideals became the cornerstone for the development of a common unique national identity. Many of these ideals were reflected in colonial governments and formed the basis for the colonists'</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>disagreements over British policies, and were embedded in the U.S. Constitution, particularly in the Bill of Rights.</p> <p>A uniquely American identity began to emerge around the time of the American Revolution. The creation of public educational systems helped foster these ideals.</p> <p>Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.</p> <p>Expectations for Learning: Identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught? teacher-directed instruction</p>

Strand: Government CIVIC PARTICIPATION AND SKILLS

<p>Learning Standard: 20. Active participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>Content Elaboration: Throughout early American history, there are examples of how participation in social and civic groups led to the</p>	<p>How Taught? Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods</p>
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<p>attainment of individual and public goals.</p> <p>An example of social participation is membership in a trade union which sought to improve working conditions.</p> <p>Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.</p> <p>Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p>	<p>Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Government CIVIC PARTICIPATION AND SKILLS

<p>Learning Standard: 21. Informed citizens understand how media and communication technology influence public opinion.</p> <p>Content Elaboration:</p> <p>Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books and newspaper articles influenced public opinion in</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.</p> <p>Expectations for Learning: Explain how media and communication technology influence public opinion.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● Gilder Lehrman materials 	<p>How Assessed? Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught? teacher-directed instruction</p>

Strand: Government ROLES AND SYSTEMS OF GOVERNMENT

<p>Learning Standard: 22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.</p> <p>Content Elaboration:</p> <p>The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence.</p> <p>The United States is a republic in which elected</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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officials representing the people make laws and public policy.

The U.S. Constitution provides for separation of powers among the three branches of government which includes:

- a legislative branch that makes laws;
- an executive branch that enforces laws; and
- a judicial branch that interprets laws.

The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:

- power of the President to veto acts of Congress;
- power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and
- power of Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.

Expectations for Learning:

Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

Materials:

- Textbook: *Discovering Our Past- A History of the United States Early Years* by McGraw Hill
- *History Detectives* (Purchased by CLSD around 2015)
- Content specific ODE materials
- Materials from piloted textbooks.
- EdPuzzle
- Crash Course videos
- Read Like a Historian materials
- New Visions materials
- *Story of Us*
- www.270towin.com
- Library of Congress materials
- US Senate materials
- www.aoc.gov materials
- National Parks materials

How Assessed?

- Chapter/Unit tests
- Vocabulary Assessments
- Presentations/podcasts
- Write poems
- Simulations
- Research projects
- Essays

How Re-Taught?

teacher-directed instruction

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- Gilder Lehrman materials

Strand: Government ROLES AND SYSTEMS OF GOVERNMENT

<p>Learning Standard: 23. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p> <p>Content Elaboration:</p> <p>The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.</p> <p>Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.</p> <p>Expectations for Learning: Evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill • <i>History Detectives</i> (Purchased by CLSD around 2015) • Content specific ODE materials • Materials from piloted textbooks. • EdPuzzle • Crash Course videos • Read Like a Historian materials • New Visions materials • <i>Story of Us</i> • Library of Congress materials • US Senate materials • www.aoc.gov materials • National Parks materials • Gilder Lehrman materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>

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Strand: Economics ECONOMIC DECISION MAKING AND SKILLS

<p>Learning Standard: 24. Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>Content Elaboration:</p> <p>Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether by an individual, business or government, there are consequences for the present and the future.</p> <p>Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.</p> <p>Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.</p> <p>Historical decisions based in part on economic choices include:</p> <ul style="list-style-type: none">exploring new lands;importing slaves to the Americas;imposing new taxes on the American colonies;purchasing and/or acquiring lands from foreign countries;growth of industry;working conditions, andimposing tariffs. <p>Expectations for Learning: Analyze how choices made by individuals, businesses, and governments have both present and future consequences.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none">• Textbook: <i>Discovering Our Past- A History of</i>	<p>How Assessed? Chapter/Unit tests</p>

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<p><i>the United States Early Years</i> by McGraw Hill</p> <ul style="list-style-type: none"> • <i>History Detectives</i> (Purchased by CLSD around 2015) • Content specific ODE materials • Materials from piloted textbooks. • EdPuzzle • Crash Course videos • Read Like a Historian materials • New Visions materials • <i>Story of Us</i> • Library of Congress materials • US Senate materials • www.aoc.gov materials • National Parks materials • Gilder Lehrman materials 	<p>Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p>
	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Economics PRODUCTION AND CONSUMPTION

<p>Learning Standard: 25. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p> <p>Content Elaboration:</p> <p>The first Industrial Revolution in the United States began following the War of 1812 and greatly increased the country's economic growth. It fundamentally changed the means of production through improvements in technology, the use of new power sources, the advent of interchangeable parts, and the shift from craftwork to factory work, which led to greater efficiency in the production process. Although this revolution began with the textile industry, it quickly moved to the production of other goods.</p> <p>Expectations for Learning: Analyze how the Industrial Revolution changed the means of production and affected economic growth.</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill • <i>History Detectives</i> (Purchased by CLSD around 2015) 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts</p>

**Course of Study [Social Studies] - [SPRING 2023]
[American History — Grade 8]**

<ul style="list-style-type: none"> ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials ● PBS Cotton Gin video ● Erie Canal time-lapse video ● Robert Fulton’s letter to George Washington ● PBS Article on the National Road ● Video: How its Made: How Cotton is Processed ● Video: Discerning History: How the Cotton Gin Changed America 	<p>Write poems Simulations Research projects Essays</p>
	<p>How Re-Taught?</p> <p>teacher-directed instruction</p>

Strand: Economics MARKETS

<p>Learning Standard: 26. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p> <p>Content Elaboration:</p> <p>Examples of how governments policies can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.</p> <p>Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including:</p> <p style="padding-left: 40px;">roads;</p> <p style="padding-left: 40px;">canals; and</p> <p style="padding-left: 40px;">railroads.</p> <p>The United States also purchased land for later development.</p> <p>Regulations have been used by governments to control markets by limiting the production or exchange of goods.</p> <p>Trade barriers, such as tariffs, are used by</p>	<p>How Taught?</p> <p>Direct instruction Small group instruction Project Based Learning Textbook Reading Videos ODE and teacher selected materials and methods Graphic organizers</p>
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<p>governments to impact markets. They are the means used to prevent certain exchanges of goods between nations.</p> <p>Expectations for Learning: Analyze the impact government can have on markets by spending, regulating, taxing, and creating trade barriers.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> ● Textbook: <i>Discovering Our Past- A History of the United States Early Years</i> by McGraw Hill ● <i>History Detectives</i> (Purchased by CLSD around 2015) ● Content specific ODE materials ● Materials from piloted textbooks. ● EdPuzzle ● Crash Course videos ● Read Like a Historian materials ● New Visions materials ● <i>Story of Us</i> ● Library of Congress materials ● US Senate materials ● www.aoc.gov materials ● National Parks materials 	<p>How Assessed?</p> <p>Chapter/Unit tests Vocabulary Assessments Presentations/podcasts Write poems Simulations Research projects Essays</p> <hr/> <p>How Re-Taught?</p> <p>teacher-directed instruction</p>