



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES - U.S. HISTORY

8TH GRADE

8 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: EXPLORATION AND COLONIZATION

TIMELINE: 5 WEEKS - 1ST 9 WEEKS

Unit Summary: This unit covers the reasons for European exploration and colonization. We look at the political, economic, religious, and social events and issues related to the colonial era. One of the main areas of focus is that where you live affects how you live and how you live affects where you live.

Transfer Goal:

- *Investigate places and regions and the connections among them.*

Students will know...

- European countries established their colonies in the New World to exploit the vast resources of the Americas, compete economically with their rivals, and help solve societal problems at home.
- People migrate because of push/pull factors.
- Geographic differences among the three regions of Colonial America helped create economic differences that would later develop into serious sectional conflict.
- Colonial political institutions reflected an English heritage of self-government and developed principles that would later guide the Founding Fathers as they created the Constitution.

Students will be skilled at...

- interpreting and analyzing primary and secondary source documents
- evaluating the validity of a source based on language, corroboration with other sources, and information about the author
- applying critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

UNIT 2: AMERICAN REVOLUTION

TIMELINE: 5 WEEKS - 1ST 9 WEEKS/ 2ND 9 WEEKS

Unit Summary: This unit focuses on the main causes, events, and people of the American Revolution.

Transfer Goal:

- *Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.*

Students will know...

After years of relative neglect, Great Britain's attempt to enforce British law and tax policies in the colonies led to the conflict which ultimately resulted in the American Revolution.

- The Declaration of Independence proclaimed the establishment of a new nation
- Geographic advantages, strong leadership, and foreign assistance led to an American victory over the British in the Revolutionary War.

- Victory in the Revolutionary War established American sovereignty and inspired independence movements among other people.

Students will be skilled at...

- Identify bias
- Support a point of view
- Draw inferences and conclusions
- Use a problem-solving method to demonstrate knowledge about key events in the American Revolution

UNIT 3: U.S. CONSTITUTION

TIMELINE: 5 WEEKS - 2ND 9 WEEKS

Unit Summary: In this unit we focus on the need for a constitution. We focus on the principles and compromises included in the Constitution. We look at documents and people that influenced the creation of the Constitution. We learn about rights and responsibilities of citizens of the United States.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*
- *Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.*

Students will know...

- Problems in the new nation and weakness of the Articles of Confederation led to the writing of the U.S. Constitution.
- A series of convention compromises produced a Constitution that has met the nation's changing needs for over two centuries.
- The Constitution and Bill of Rights addressed the colonial grievances listed in the Declaration of Independence.

Students will be skilled at...

- Use a problem-solving process (to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution).
- Identify points of view (from the historical context surrounding an event and the frame of reference which influenced the participants)
- Support a point of view (on a social studies issue or event)
- Identify bias (in written, oral, and visual material)

UNIT 4: NEW REPUBLIC

TIMELINE: 5 WEEKS - 2ND 9 WEEKS/ 3RD 9 WEEKS

Unit Summary: This unit centers on the first five presidents of the United States of America and the challenges they faced as they put the Constitution into practice.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*

Students will know...

- Hamilton's financial plan helped to strengthen the new government but led to political divisions in the new nation.
- The early years of the Republic were marked by difficult and dangerous relations with other nations.
- A growing sense of nationalism following the War of 1812 led to the Era of Good Feelings and increased power for the national government.

Students will be skilled at...

- Use a problem-solving process (to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution).
- Identify points of view (from the historical context surrounding an event and the frame of reference which influenced the participants)
- Support a point of view (on a social studies issue or event)
- Identify bias (in written, oral, and visual material)

UNIT 5: INDUSTRIALISM

TIMELINE: 2 WEEKS - 3RD 9 WEEKS

Unit Summary: This unit focuses on the First Industrial Revolution in the United States. Learners will focus on major inventions like the cotton gin and steam engine. They will analyze the relationship between industrialization and urbanization. This will be a pull factor for immigration and will be a cause of sectional divisions within the nation.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*
- *Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, utilizing appropriate technology to stay informed, and applying sound decision making.*

Students will know...

- New inventions were created during this time including the steam engine (steamboat/railroad), cotton gin, and telegraph.
- These new communication and transportation systems led to the westward expansion of the U.S., economic growth, increased conflict between the North and the South, and led to the need for reform.
- Irish and Chinese immigrants faced challenges as they provided labor in the factories and in building the railroads.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

UNIT 6: AGE OF JACKSON AND WESTWARD EXPANSION

TIMELINE: 4 WEEKS - 3RD 9 WEEKS/ 4TH 9 WEEKS

Unit Summary: We learn about the presidential administration of Andrew Jackson and highlights of other administrations through the mid-1800s. This unit looks at the causes and effects of territorial expansion and the concept of Manifest Destiny.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*

Students will know...

- The election of Jackson expanded participation in America's democracy.
- The Jacksonian Era accelerated the removal of Native Americans in the wake of expansion and settlement.
- In response to growing sectional conflict illustrated by the Nullification Crisis, President Jackson showed a willingness to use force to preserve the Union.
- An aggressive policy of territorial expansion, social pressures and economic opportunity helped to fuel a westward migration of Americans during the 19th Century.
- "Manifest Destiny" led to the settlement of the West and the expansion of American territory to the Pacific Ocean by 1850.

Students will be skilled at...

- Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
- Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.
- Locate and understand characteristics of places and regions of the United States, past and present.

UNIT 7: SECTIONALISM

TIMELINE: 4 WEEKS - 4TH 9 WEEKS

Unit Summary: This unit of study looks at the growing division between different regions (North, South, and West) of our nation and how this division is leading our nation toward war. This unit will also include a study of social reform movements that rise as a result of growing dissent on many aspects in our nation.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*

Students will know...

- The spread of slavery to the territories became a focus for sectional tensions and congressional attempts at compromise.
- During the mid-1800's, numerous reformers worked to address a variety of economic, social, environmental and political problems.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- using appropriate mathematical skills to interpret social studies information such as maps and graphs

UNIT 8: CIVIL WAR AND RECONSTRUCTION

TIMELINE: 3 WEEKS - 4TH 9 WEEKS

Unit Summary: This unit focuses on the main causes and events of the Civil War. We will focus on the positive and negative aspects of Reconstruction as our nation works to put itself back together after the Civil War.

Transfer Goal:

- *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*
- *Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.*

Students will know...

- The conflict over states' rights as defined in the 10th Amendment led to a failure of federalism.
- The significant leaders, events, and outcomes of the Civil War.
- While abolishing slavery, the Civil War and Reconstruction failed to achieve political rights and economic equality for African Americans.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies