







SUBJECT: SOCIAL STUDIES GRADE: 8

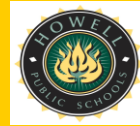
National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language	What this Standard means:	Lessons or Days Per Standard 170	Examples of Formative Assessments	Vocabulary
	Students will				

Standards Taught Daily, Throughout the Year

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

	P3.1.1	Identify, research, analyze, discuss, and defend a position on a national public policy issue. <ul style="list-style-type: none"> Identify a national public policy issue. Clearly state the issue as a question of public policy orally or in written form. Use inquiry methods to trace the origins of the issue and to acquire data about the issue. Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. 	Identify, research, analyze, discuss, and defend a position on a national public policy issue. Identify a national public policy issue.		Core Democratic Essays and persuasive essays: core democratic values and writing persuasive essays	Common Good Justice Equality Individual Rights Diversity Patriotism territory arsenal republic constitution Northwest Ordinance Land Ordinance of 1785
		Identify and apply core democratic values or constitutional principles. <ul style="list-style-type: none"> Share and discuss findings of research and issue analysis in group discussions and debates. Compose a persuasive essay justifying the position with a reasoned argument. Develop an action plan to address or inform others about the issue 				townships Articles of Confederation constitutional convention electoral college delegates legislative judicial



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Quarter 1 Lessons this Quarter
35

**USHG ERA 3 - Revolution and the New Nation
Causes of the American Revolution (Review Grade 5 Standards)**

	U3.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.	Events leading up to the creation of a new nation			executive federal compromise Virginia Plan New Jersey Plan Federalist Anti-federalists
	U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	Events leading up to the creation of a new nation	Within First 10 Days		ratify Federalist papers Bill of Rights amendment
	U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	Events leading up to the creation of a new nation	Within First 10 Days		assemble and petition warrant self-incrimination defendants bail double-jeopardy





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	U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	Events leading up to the creation of a new nation	Within First 10 Days		McCulloch vs. Maryland popular sovereignty legislative branch
	U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)		Within First 10 Days		Congress House of Representatives Senate bill
	U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	Events leading up to the creation of a new nation			veto executive branch impeach judicial branch Supreme Court
	U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Events leading up to the creation of a new nation			checks and balances amendment federalism civil case





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V 3.2 The American Revolution and its Consequences (Review Grade 5 Standards)						
	U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.	Events leading up to the creation of a new nation	Within First 10 Days		
	U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).	Events leading up to the creation of a new nation	Within First 10 Days		
U3.3 Creating New Government(s) and a New Constituion						
	U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)	adoption and failure of Articles of Confederation; strong central gov't vs. states' rights; problems caused by Articles and why it ws replaced by the Constitution.	5	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz, Formative Assessment: Constitutional Conventional Reenactment	





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	Students will					
	U3.3.3	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	Creation of gov't framework (Constitutional Convention)	5	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz. Graphic organizer on the 3 branches.	
	U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Compromises in early gov't, checks and balances of branches	10	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz	
	U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)	Federalists and Anti-federalists perspective on Constitution	4	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz	







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	Students will					
	U3.3.6	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)	Concept of limited gov't, Individual Rights	6	Summative Assessment: Test on the Bill of Rights and quiz	
USHG ERA 4 - Expansion and Reform (1792-1861)						
	U4.1.4	Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)	Powers of the judiciary branch and Supreme Court	5	Summative Assessment: Bar Exam and Test on interpreting the Constution and quiz Formative Assessment: Constitutional Law Simulation	
Quarter 2				Lessons this Quarter		
				45		
USHG ERA 4 - Expansion and Reform (1792-1861) Regional and Economic Growth						





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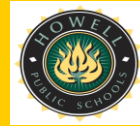


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	Students will					
	U4.2.1	Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations 	Sectionalism/ Worlds of the North and South (geography, economy, society, and transportation)	15	Summative Assessment: Contrast and Comparison Matrix chart and quiz	sectionalism immigration supply and demand market economy manufacturing industrialization War of 1812 discrimination segregation resistance rebellion oppression Manifest Destiny Louisiana Purchase diplomacy The Alamo annex converts Treaty of Guadalupe Hidalgo Texas Independence

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	Students will					
	U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	Roots of slavery and consequences	15	Summative Assessment: Test on African American Experience Mid-Century, quiz Formative Assessment: patch work quilt activity	
	U4.2.3	Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)	becoming a nation from coast to coast; national identity	15	Formative Assessment: map and graph analysis , Southwest Cultural Mural, Dos and Don'ts of Oregon Trail Flyer Summative Assessment: Test on Manifest Destiny and Westward expansion) and quiz	



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Quarter 3

Lessons this Quarter





45

**USHG ERA 5 - Civil War and Reconstruction (1850-1877)
The Coming of the Civil War**

	U5.1.4	Describe how the following increased sectional tensions: <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169) 	Events and conflicts that led to the Civil War	20	Formative Assessment: Graph and map analysis, Summative Assessment: Test on the Interpretation of the Dred Scott Decision and quiz	The Union deadlock Tallmadge Amendment Missouri Compromise Compromise of 1850 Kansas Nebraska Act Uncle Tom's Cabin Dred Scott Case fugitive resistance fugitive slave law
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	U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	Slave resistance	25	Formative Assessment: graph and map analysis, Summative Assessment: Compare and Contrast Abolitionists and quiz	
Quarter 4				Lessons this Quarter		
				45		
USHG ERA 5 - Civil War and Reconstruction (1850-1877)						
Civil War						
	U5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)	Southern states secession and states rights	10	Formative Assessment: graph and map analysis, Summative Assessment: Debate on Southern Secession issues and states rights and quiz	secession confederacy union Fort Sumpter election of 1860 Lincoln-Douglas debates Emancipation Proclamation blockade Gettysburg Address draft







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	U5.2.3	Examine Abraham Lincoln's presidency with respect to: • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	Abraham Lincoln's political influence on addressing America's ideology and foundations	10	Formative Assessment: graph and map analysis, Summative Assessment: Test on the Civil War and quiz	draft habeas corpus reconstruction Freemen's Bureau Civil Rights 14th and 15th Amendments scalawags carpet-baggers
						enforcement acts Compromise of 1877 voting rights Plessy vs. Ferguson migration workplace federal primary source secondary source prediction




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Reconstruction					
	U5.3.2	Describe the early responses to the end of the Civil War by describing the: <ul style="list-style-type: none"> • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) 	Social and political results of the Civil War	10	Formative Assessment: graph and map analysis, Summative Assessment: Test on Reconstruction and quiz
USHG ERA 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)					
Investigation Topics and Issue Analysis (P2)					
	U6.2.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162) ---	The students will analyze post Civil War United States and how the new politics of the nation will impact the growth and development of economy as the new century closes in. Immigration, foreign affairs, and the emergence of social change will be featured. Students will learn how to investigate significant historical topics, that still have significance today.	15	Decades Project: issues, historical perspective, contemporary, cause and consequence, persuasive essay, research paper.



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		*The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)				
		*Movement of People – How has the nation addressed the movement of people into and within the United States				