

St. Lucie County Scope & Sequence

Social Studies Grade 8



Version 3

May 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student's learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|--|---|--|---|--|--------------------------------|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 1st 9 weeks | | | | | |
| What skills are needed to process and understand historical information? | <p>Chronological thinking</p> <p>Historical sources, analysis and interpretation</p> <p>Historical research</p> <p>Critical thinking and communication</p> <p>Learning skills</p> | <p>Distinguish between past, present and future time.</p> <p>Define central issues, distinguish verifiable information, and determine essential components of the problem or situation.</p> <p>Evaluate information related to problem solving- distinguish fact/opinion, recognize stereotypes and bias, identify supporting information, identify alternative solutions and assess probable consequences of events.</p> <p>Differentiate a primary source from a secondary source.</p> <p>Use maps to locate states, rivers, mountain ranges, deserts, oceans, political borders, canals and trace routes and roads.</p> | <p>Textbook- McDougal Littell Creating America: A History of the United States, 2005. Maps/Globes</p> <p>Internet</p> <p>CD resource from National Archives & Records Admin. "Analyzing Documents" History Fair</p> | <p>SS.A.1.3.1</p> <p>SS.A.1.3.2 SS.B.1.3.4</p> <p>SS.B.1.3.1</p> <p>SS.B.1.3.1</p> | <p>-</p> <p>Project rubric</p> |

Subject Area: 8th Grade American History

| <p align="center">Content & Substance</p> <p align="center">What students will know and be able to do</p> <p>Essential Questions Content Skills</p> | | | <p align="center">Organization of Knowledge</p> <p align="center">Recommended Lessons with Supporting Resources</p> | <p align="center">Sunshine State Standards Addressed and Mastery Level Indicator</p> | <p align="center">Clear & Compelling Standards</p> <p align="center">Assessment</p> |
|--|--|--|---|---|--|
| 1st 9 weeks | | | | | |
| | | <p>Interpret data, information presented from a graph, chart, table or timeline and create timelines.</p> <p>Use reference sources including charts, diagrams, and graphs to locate relevant information.</p> <p>Use technology in researching, creating and presenting information.</p> <p>Apply appropriate critical thinking skills to find solutions to situations and problems.</p> <p>Apply appropriate decision-making/problem-solving strategies to situations and problems.</p> <p>Create a visual, auditory or other media presentation.</p> <p>Participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences.</p> <p>Write an essay on a pertinent subject appropriate to the study of U.S. history.</p> | <p>History Fair</p> <p>History Fair</p> <p>History Fair</p> <p>History Fair</p> <p>History Fair</p> <p>History Fair</p> | <p>SS.A.1.3.2</p> <p>SS.A.4.3.3</p> | <p><u>Project rubric</u></p> <p>Project rubric</p> <p>Project rubric</p> <p>Project rubric</p> <p>Project rubric</p> <p>Project rubric</p> |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|---|--|---|--|------------------------------|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 1st 9 weeks | | | | | |
| | | <p>Demonstrate personal and interactive skills conducive to working cooperatively with others for a common good.</p> <p>Use given vocabulary terms in oral and written statements.</p> <p>Apply comprehension skills when reading.</p> | History Fair | | Project rubric |
| What were the characteristics and traits, similarities and differences of societies in Europe, Africa and America prior to the Columbian voyages? | <p>Characteristics of societies in the Americas, Western Europe, and Western Africa</p> <p>Native American cultures of Florida Ais Timucan Caloosahatchee</p> | <p>Use information from archaeologists and geologists to explain origins and migration from Asia to the Americas.</p> <p>Explain the common elements of Native American societies- gender roles, family organization, religion, values and compare their diversity in languages, shelter, labor systems, political structures and economic organization.</p> | <p>Textbook</p> <p>United Streaming</p> <p>Maps/Globes Language map of N. America</p> | <p>SS.A.4.3.3</p> <p>SS.B.2.3.4 SS.A.6.3.4</p> | - |

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| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|--|---|--|------------------------------|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 1st 9 weeks | | | | | |
| How did distinct regions develop during the Colonial period | <p>European exploration from the 9th to the 17th centuries</p> <p>Spanish and Portuguese conquest of the Americas</p> <p>Colony formation by diverse immigrant populations</p> <p>Spanish settlements mission system military outposts</p> <p>English settlements Jamestown Plymouth</p> | <p>Trace routes taken by early explorers, from the 15th - 17th century, around Africa, to the Americas and across the Pacific.</p> <p>Compare English, French and Dutch motives for exploration with those of the Spanish.</p> <p>Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples.</p> <p>Evaluate the Spanish interactions with Florida Native Americans and other European nations through St. Augustine.</p> <p>Describe the social composition of the early settlers and compare their various motives for exploration and colonization.</p> | <p>Maps/Globes</p> <p>Timelines</p> <p>History Fair</p> <p>We The People Unit 1, Lesson 2</p> | <p>SS.A.1.3.1 SS.B.2.3.3</p> <p>SS.A.6.3.2 SS.A.4.3.1 SS.A.4.3.2</p> <p>SS.D.2.3.2 SS.D.2.3.3 SSA.1.3.1 SS.A.4.3.1</p> | |
| What might a person sacrifice for freedom? | <p>Colonialism Mercantilism</p> <p>British control over the colonies</p> <p>Colonial resistance</p> | <p>Explain the reasons why the colonies and Britain grew apart.</p> <p>Analyze the colonies' responses to British control.</p> <p>Chart British action and colonial reaction.</p> | <p>Textbooks</p> <p>Maps/Globes</p> <p>Timelines</p> | <p>SS.C.1.3.2 SS.C.2.3.4</p> <p>SS.A.4.3.2</p> <p>LA.A.2.3.1</p> | - |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|--|--|--|------------------------------|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 1st 9 weeks | | | | | |
| | Lexington and Concord Declaration of Independence | <p>Discuss the events and outcomes of the Battles of Lexington and Concord.</p> <p>Interpret the events that led to the U.S. declaring independence.</p> <p>Analyze the political philosophy of the framers(Locke, Rousseau, Montesque, Plato, Aristotle)</p> | History Fair We The People Unit 1, Lesson 2 We The People Unit 1, Lesson 2 | SS.C.1.3.1 | - |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge Recommended Lessons with Supporting Resources | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards Assessment |
|---|--|--|--|--|--|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 2nd 9 weeks | | | | | |
| | American Revolution causes significant people strategies (political and warfare) | <p>Use a cluster diagram to list the difficulties Americans faced in the early years of the war.</p> <p>Discuss how the Americans were divided over the issue of separating from Great Britain.</p> <p>Analyze the reasons for considering the Battle of Saratoga marked a turning point in the war (role of France and Spain)</p> <p>Compare and Contrast the strategies the Americans and the British used during the early years of the war.</p> <p>Identify the role that diplomacy played in helping the Americans win the Revolution.</p> | Textbooks Maps/Globes Timelines History Fair Maps/Globes | SS.A.4.4.3 SS.A.1.3.2 SS.A.1.3.3 SS.A.1.3.1 SS.B.1.3.1 SS.A.4.3.3 | - |
| | Valley Forge | <p>Analyze the role of leadership, sacrifice, and continuing development of common purpose.</p> | We The People Unit 2, Lesson 9 | SS.A.4.3.3 | |
| | Non-European peoples | <p>Evaluate the role of slaves, Native Americans in the war.</p> | History Fair | SS.A.4.3.2 | - |

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| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|--|--|---|---|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 2nd 9 weeks | | | | | |
| | Battle of Yorktown Treaty of Paris | Rank in order of importance reasons for the British defeat at Yorktown. Analyze how the terms of the Treaty of Paris were designed to keep America friends with Great Britain. Classify the economic cost of the war to individuals and the government. | Maps/Globes History Fair | SS.B.1.3.1 SS.A.1.3.3 LA.A.2.3.1 SS.C.2.3.1 | - |
| What challenges did the new nation face and how did its people resolve those issues? | Confederation Era Evolution of government from confederation to Republicanism | Discuss strengths and weaknesses of government under the Articles of Confederation. Discuss the issues that affected western territories between 1775 and 1787. (Native Americans, state claims, English and Spanish claims) Differentiate between the multiple motives for Shay's rebellion. Compare and contrast the role and effects of government on the individual under confederation and republican form of government. (Shays Rebellion) | We The People Unit 2, Lesson 10, 11 Maps/Globes We The People Unit 2, Lesson 11 | SS.C.1.3.2 SS.C.2.3.2 SS.C.1.3.4 LA.A.2.3.1 SS.C.1.3.5 SS.C.1.3.2 SS.C.2.3.4 SS.C.1.3.1 | - |

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| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|---|---|--|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 2nd 9 weeks | | | | | |
| | Constitutional Convention | Create a chart listing the contributions made by leading delegates at the Constitutional Convention. | We The People Unit 3 Lesson 12 | SS.A.4.3.3 SS.C.1.3.3 SS.C.1.3.4 | - |
| | Great Compromise New Jersey Plan Virginia Plan | Explain how the Constitutional Convention reached a compromise on the issue of representation. | We The People Unit 3 Lesson 13 | SS.C.1.3.6 SS.A.4.3.2 | |
| | Three Fifths Compromise | Analyze how the delegates at the Convention differed on the issue of slavery and status of African-Americans | We The People Unit 3 Lesson 14 | SS.C.2.3.2 | - |
| | Ratifying the Constitution Federalists Anti-Federalists | Create a chart to compare and contrast the Federalists and the Anti-Federalists. | We The People Unit 3 Lesson 14 | SS.A.4.3.3 SS.C.1.3.3 | - |
| | Structure of Constitution | Analyze the views of Patrick Henry and George Mason on ratification. Explain the content of articles (preamble, relations between states, supremacy clause, amendment process) | We The People Unit 4 Lesson 18 We The People Unit 4 Lesson 17 | SS.C.1.3.4 LA.A.2.2.7 | |
| | checks and balances 3 branches of government | Understands powers and responsibilities of legislative, executive, and judicial branches | We The People Unit 1 Lesson 5 | SS.C.1.3.3 | - |
| | Bill of Rights | Explain the significance of the Bill of Rights. | We The People Unit 5 Lesson 23 - 27 | SS.C.2.3.3 SS.C.2/.3.4 | |

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|---|---|---|--|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 2nd 9 weeks | | | | | |
| | | Explain the basic rights and responsibilities of citizenship as defined under the U.S. Constitution and amendments (ex. Voting rights, civil rights, due process) | WE The People Unit 6 Lesson 29 | SS.C.2.3.1 SS.C.1.3.6 SS.C.2.3.4 | - |
| In what ways does state representative, county commissioners, city councils, and non-elected officials affect my community? | Structure of Florida and local government | <p>Compare and contrast role of national, state, and local governments</p> <p>Understands the state government and it's organization (Florida Constitution)</p> <p>Understands the structure and authority of local governments (county, city)</p> | <p>www.floridaciviced.org</p> <p>www.leg.state.fl.us/statutes</p> <p>www.floridaciviced.org</p> <p>http://fws.municode.com</p> | SS.C.1.3.2 SS.C.1.3.4 SS.C.1.3.5 SS.C.1.3.5 SS.C.1.3.5 | - - - |

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| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|---------------------------------|---|--|--|--|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 2nd 9 weeks | | | | | |
| | responsibilities of citizenship | <p>Understand how to contact representatives and which level of government has responsibility for a specific problem.</p> <p>Understands importance of participating in community service, civic improvement, and political activities</p> <p>Prepares portfolio of personal involvement in</p> <ol style="list-style-type: none"> 1. community service (volunteer service) 2. civic improvement (identify issue in local community) 3. political activity (advocates a position) | <p>Project Citizen, Level 1, Handout 1 & 2</p> <p>Write a persuasive letter to State and U.S. representative</p> <p>We The People Unit 6 Lesson 30</p> <p>Contact local NPO or service groups to find volunteer opportunities</p> <p>Project Citizen Level 1, Handout 6 (rubric)</p> | <p>SS.C.2.3.5 SS.C.2.3.6</p> <p>SS.C.2.3.6</p> <p>SS.C.2.3.6</p> | <p>-</p> <p>-</p> <p><u>Portfolio assessment</u></p> |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|---|---|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 3rd 9 weeks | | | | | |
| What were the challenges facing the leadership and people in the new country? | The Early Republic Washington as President Washington's Cabinet Strict/Loose Construction state & national debt Whiskey Rebellion Implied powers National Bank Formation of political parties | Create a chart listing the members of Washington's Cabinet and their responsibilities. Explain the economic problems the new government faced. Show how Hamilton's Financial Plan attempted to solve the nation's economic problems. Contrast Hamilton's and Jefferson's interpretation of the Constitution. Define the Federal Judiciary Act. | Textbooks Maps/Globes Timelines History Fair | SS.A.4.3.3 SS.C.1.3.3 SS.C.1.3.4 SS.C.2.3.1 SS.D.2.3.1 SS.C.1.3.2 SS.A.4.3.4 SS.A.4.3.2 SS.C.2.3.1 SS.C.1.3.6 | - |
| How did democracy change in the early years of the country? | Securing the North West Territory Neutrality shifting balance of European power Growth of Political Parties | Chart the U.S. responses to challenges, i.e. Spain, Britain, and France. Identify the military actions that secured the West for the U.S. Analyze why neutrality was a difficult policy for the U.S. to maintain. Analyze Washington's Farewell Address for responses to potential problems. | Textbooks Maps/Globes Maps/Globes | SS.A.4.3.3 SS.C.1.3.3 SS.C.1.3.4 L.A.A.2.2.7 SS.C.1.3.2 SS.A.4.3.4 SS.A.4.3.2 SS.B.1.3.1 L.A.A.2.2.7 SS.C.1.3.2 SS.A.4.3.4 | - |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|---|---|---|-------------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 3rd 9 weeks | | | | | |
| | <p>Alien and Sedition Acts</p> <p>Jefferson takes Office (Election of 1800)</p> <p>Marshal and Judiciary judicial review</p> | <p>Identify what led to the rise of political parties.</p> <p>Evaluate Washington’s warning about political parties.</p> <p>Create a chart contrasting the Federalists and Democratic Republicans.</p> <p>Create a cluster diagram to review details about the Alien and Sedition Acts.</p> <p>Create a chart listing the changes made for Jefferson and his party.</p> <p>Explain the results of the Election of 1800 and understand the significance of a peaceful transition of power.</p> <p>Analyze how Jefferson’s talents reached beyond politics.</p> <p>Contrast Jefferson’s and Hamilton’s opinions regarding the public works department.</p> <p>Understand the importance of Marbury v. Madison to rule of law and separation of powers.</p> | <p>We The People Unit 4 lesson 20</p> <p>History Fair</p> <p>Textbooks</p> <p>Textbooks</p> <p>Maps/Globes</p> <p>Timelines</p> <p>History Fair</p> <p>We The People Unit 4 lesson 21</p> | <p>LA.A.2.3.1</p> <p>SS.D.2.3.1</p> <p>SS.D.2.3.2</p> <p>SS.D.2.3.3</p> <p>SS.C.1.3.6</p> <p>SS.A.4.3.2</p> <p>SS.B.1.3.1</p> <p>SS.A.4.3.3</p> <p>SS.C.1.3.3</p> <p>SS.C.1.3.4</p> <p>SS.A.4.3.3</p> <p>SS.C.1.3.3</p> <p>LA.A.2.2.7</p> <p>SS.C.1.3.2</p> <p>SS.A.4.3.4</p> <p>LA.A.2.3.1</p> <p>SS.C.2.3.1</p> <p>SS.C.1.3.6</p> <p>SS.A.4.3.2</p> <p>SS.B.1.3.1</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|------------------------------------|--|---|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 3rd 9 weeks | | | | | |
| | Louisiana Purchase and Exploration | <p>Summarize the factors that led Napoleon to want to sell, and the United States to buy the Louisiana Territory in 1803.</p> <p>Explain why New Orleans was important to America.</p> <p>Discuss how Sacagawea helped Lewis and Clark.</p> | Textbooks | SS.A.4.3.2 | - |
| | | | Maps/Globes | SS.A.5.3.1 | |
| | | | Timelines | SS.B.1.3.1 | - |
| What is the cost of the War of 1812? | Jefferson's foreign policy | <p>Create a chart to record the effects of Jefferson's Embargo Act.</p> <p>Explain how Britain and France interfered with U.S. shipping.</p> <p>Explain why War Hawks favored war.</p> | Textbooks | SS.A.1.3.1 | - |
| | Embargo Act of 1807 | | Maps/Globes | SS.A.1.3.2 | |
| | Tecumseh | <p>Discuss why Tecumseh thought it was important for Native Americans to unite.</p> | Timelines | SS.B.1.3.1 SS.A.4.3.2 | - |
| | War of 1812 | <p>Describe the state of the U.S. military when the war began.</p> | History Fair | SS.A.4.3.4 | |
| | | | Textbooks | SS.A.1.3.1 SS.A.1.3.2 | - |
| | | <p>Discuss the results of General Harrison's victory at the Battle of the Thames.</p> | Maps/Globes | SS.A.1.3.2 SS.B.1.3.1 SS.A.4.3.4 | |
| | Treaty of Ghent | <p>Evaluate the legacy of the War of 1812.</p> | Timelines | SS.A.1.3.1 SS.A.4.3.2 | |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|--|--|---|---|--|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 3rd 9 weeks | | | | | |
| How will new inventions change our country? | Early Industrial Revolution and Inventions Free Enterprise Factories means of production Industrial Revolution interchangeable parts mechanical power Lowell System | Create a chart to list inventions, dates, and effects on the U.S. Explain why New England was a good place to build early factories. Describe the working conditions at Lowell Mills. | Textbooks Maps/Globes Timelines | SS.A.1.3.1 SS.D.2.3.1 SS.A.1.3.2 SS.D.2.3.2 SS.B.1.3.1 SS.D.2.3.3 SS.A.4.3.1 | - |
| How could anyone think that slavery was right? | Plantations and the spread of slavery Cotton Boom cotton gin Status of slaves | Create a chart to record the facts about each group of Southerners (i.e. slave holding whites, non slave holding whites, enslaved blacks, free blacks). Explain how the cotton gin led to the increase of slaver labor. Differentiate between city slaves, plantation slaves and free blacks in the South. Discuss the various ways that enslaved people aendured or resisted slavery. Discuss the reaction of white Southerners and slave owners to Turner’s Rebellion. | Textbooks Maps/Globes Timelines History Fair | SS.A.1.3.1 SS.A.1.3.2 SS.D.2.3.2 SS.A.1.3.2 SS.B.1.3.4 SS.B.1.3.1 SS.A.4.3.3 SS.A.4.3.2 SS.A.1.3.3 | - <u>Required:</u> |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|---|---|--|------------------------------|
| What students will know and be able to do | | | | | |
| Essential Questions | Content | Skills | | | |
| 3rd 9 weeks | | | | | |
| | Factors of westward expansion Land speculation Manifest Destiny Mexican War | Locate and label western transportation routes and trails Compare and contrast land usage and claims of white settlers and Native Americans Analyze the impact of the Gold Rush on politics, economy, cultural groups Summarize the efforts to control the Mexican annexation and Texas territories. | McDougal Littell Creating America Maps and globes United Streaming History Fair | SS. B. 2.3.8 SS. B. 2.3.1 SS. A. 4.3.2 SS. B. 2.3.2 SS.A.4.3.4 SS.A.4.3.2 | - - |

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| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|--|--|--|---|--|---|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 4th 9 weeks | | | | | |
| How did people want to reform and perfect American society? | Push/pull migration factors Nativism abolitionism Second Great Awakening Romanticism Women’s rights | Describe the changing patterns of immigration and impact on American society Identify major reformers of era 1820 – 1850 and their reforms Compare and Contrast the 1st and 2nd Great Awakenings Identify and describe notable American works of art and literature from the Romantic Period Compare and contrast the Declaration of Independence with the Seneca Falls Declaration | | SS.A.4.3.3 SS.A.6.3.3 SS.A.6.3.1 SS.B.1.3.1 SS.A.1.3.1 SS.A.4.3.3 SS.A.4.4.3 SS.C.2.3.6 SS.A.4.3.3 SS.C.1.3.1 SS.C.2.3.1 | - |
| What was done to resolve the slavery issue before the Civil War? | Wilmot Proviso popular sovereignty Compromise of 1850 Election of 1860 | Compare and contrast the northern and southern states by; economy, culture, social structure. Analyze maps of slave holding areas, population density map, slave holding area map Analyze the impact of John Brown’s Raid on northern and southern society. Analyze positions of presidential candidates and voting patterns | McDougal Littell’s Creating America Maps and globes United Streaming | SS.D.2.3.1 SS.B.2.3.3 SS.B.1.3.1 SS.A.6.3.5 SS.B.2.3.3 SS.A.4.3.3 SS.C.2.3.6 SS.C.2.3.2 | - |

Subject Area: 8th Grade American History

| Content & Substance | | | Organization of Knowledge | Sunshine State Standards Addressed and Mastery Level Indicator | Clear & Compelling Standards |
|---|--|---|---|---|------------------------------|
| What students will know and be able to do | | | Recommended Lessons with Supporting Resources | | Assessment |
| Essential Questions | Content | Skills | | | |
| 4th 9 weeks | | | | | |
| How did the Civil War change American society | <p>Northern strategy</p> <p>Southern strategy</p> <p>African-Americans in the war</p> <p>Reconstruction</p> <p>Civil rights</p> <p>13, 14, 15 amendments</p> <p>Compromise of 1877</p> | <p>Compare and contrast strengths and weakness of North and South</p> <p>Describe the impact of technology on war strategies</p> <p>Locate and label on a map the major battles of Civil War</p> <p>Create a timeline showing status of African-Americans from 1856 – 1877</p> <p>Analyze the political reasons for specific terms of the Emancipation Proclamation</p> <p>Describe the social, economic, and political legacy of Civil War</p> <p>Compare and contrast the Congressional and Presidential Plans for Reconstruction</p> <p>Describe the social, economic, and political legacy of Reconstruction</p> <p>Analyze the reasons for the failure of Reconstruction to achieve equality for all citizens</p> | <p>McDougal Littell’s Creating America</p> <p>Maps and globes</p> <p>United Streaming</p> | <p>SS.A.4.3.1</p> <p>SS.A.4.3.2</p> <p>SS.B.1.3.4</p> <p>SS.A.4.3.1</p> <p>SS.B.1.3.4</p> <p>SS.B.1.3.1</p> <p>SS.C.2.3.3</p> <p>SS.A.3.3.2</p> <p>SS.C.2.3.1</p> <p>SS.C.1.3.6</p> <p>SS.A.4.3.3</p> <p>SS.C.1.3.6</p> <p>SS.C.1.3.1</p> <p>SS.C.2.3.1</p> <p>SS.C.2.3.1</p> <p>SS.C.1.3.2</p> | - |
| What was life like on the Florida frontier? | Pioneer settlement patterns Cow hunters | Know how the environment of Florida has been modified by values, traditions, and actions of various groups. | St. Lucie County Historical Museum | SS.A.6.3.3 | |

