

Course Description

Subject: History **Grade:** 8th

Overview:

Eighth grade History is a core academic course that meets every day for the entire year. Students will study the ideas, issues, and events from Colonialism to World War II. Our Christian heritage will be evident as students study the development of America's founding documents and principles. Students will trace the evolution of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will also study the challenges facing the new nation, the causes, course and consequences of the Civil War, and the rise of industrialism. Particular emphasis is placed upon events, places, people and concepts that will prepare the students for the Historical Studies Tour in March. This 12 day tour of the east coast is the most anticipated annual event at HCJH.

Primary Biblical Integration:

"If we let him thus alone, all men will believe on him: and the Romans shall come and take away both our place and nation." *John 11:48 (KJV)*

Unit Description:

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|-------------------------------------|--|
| 1) Road to Revolution | Great Awakening, Enlightenment, Taxation, Independence |
| 2) The Constitution | Magna Charta., Articles of Confederation, enumerated powers, shared, federalism, checks and balances |
| 3) Citizenship and The Constitution | Civic duty/participation, law making process |
| 4) A New Nation | Washington's Farewell address, romanticism, daily life |
| 5) Early Foreign Policy | War of 1812, Treaties, Mexico., Canada |
| 6) Early Industrialization/North | Industrialization, immigration |
| 7) Social Issues/Slavery | Slavery, Native Americans, Women |
| 8) Westward Expansion | Manifest Destiny and the Gold Rush |
| 9) Slavery to Secession | Issues and Events leading to the Civil War |
| 10) Civil War/Reconstruction | North v South, Gettysburg, Emancipation Proclamation, Reconstruction |
| 11) Industrial Revolution | Child labor, entrepreneurs, business expansion |

Student Materials:

McDougal-Littell Creating America: Beginnings - WWI 2006 0-618-55949-3

Teacher Materials:

See attached inventory

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

COURSE OUTLINE

Teacher's Name: Mrs. Gainer		Subject: History 8		# of Quarters: 4	
Text (if any): Mcdougal Littell			Other Materials: Reading Study Guide, Enrichment Workbook		
Recurring Themes, Principles, Skills or Concepts:	Students will regularly practice their study skills	Students will analyze the events that led to the need of a country independent of England	3) The students will learn the principles set forth in the Constitution	4) The students will see the divergent paths of the North and the South	5) Students will understand all of the different social issues that effected a new nation
Unit Title & Expected Start Date		Biblical Application		Key Concepts	
1) Road to Revolution September 22		8.1,8.2,8.3		Galatians 5:22-23	
2) The Constitution October 27		8.2 Constiitutional Principles		Joshua 22:22	
3) Citizenship and The Constitution - November 10		8.3 Citizenship		Matthew 10:32	
4) A New Nation November 17		8.4 Founding a Nation		John 3:16	
5) Early Foreign Policy December 1		8.5 Early Foreign Policy		Psalms 45:7	
6) Early Industrialization/North December 15		8.6 Early technological advancements		Deuteronomy 4:2	
8) Social Issues/Slavery January 12		8.7 Early social issues		Revelation 22:18-19	
8) Westward Expansion February 17		8.8 Divergent paths of Americans		Proverbs 30:5-6	
9) Slavery to Secession March 2		8.9 Events leading to the Civil War		Revelation 22:18-19	
10) Civil War/Reconstruction April 7		8.10 Civil War & 8.11 Reconstruction		Psalm 121:1-4	
12) Industrial Revolution May 8		8.12 Industrial Revolution		Isaiah 30:15, NIV	
				Great Awakening, Enlightenment, Taxation, Independence	
				Magna Charta., Articles of Confederation, enumerated powers, shared, federalism, checks and balances	
				Civic duty/participation, law making process	
				Washington's Farewell address, romanticism, daily life	
				War of 1812, Treaties, Mexico., Canada	
				Industrialization, immigration	
				Slavery, Native Americans, Women	
				Manifast Destiny and Gold Rush	
				Slavery to Secession	
				North v South, Gettysburg, Emancipation Proclamation, Reconstruction	
				Child labor, entrepreneurs, business expansion	

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 1,2,3,4,5	
Unit #: 1	Dates - Starting: Sept. 22	Ending: Oct. 17	Total Instructional Days: 13		
Unit Title: Road to Revolution					
Theme: Road to Revolution					
Biblical Application: Galatians 5:22-23					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Cause and effects of the Road to Revolution	8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	Students will demonstrate knowledge of the road to revolution and understand key events	Quiz		
2) Revolution	8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	Students will create a annotated timeline of events that led to the revolution along with summaries of each event.	Timeline		
3)					
4)					
5)					
Power Point presentations, lectures, quiz, timeline					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2,3,4,5	
Unit #: 2	Dates - Starting: 22-Oct	Ending: Oct. 30	Total Instructional Days: 9		
Unit Title: The Constitution					
Theme: Constiutional Foundations					
Biblical Application: Joshua 22:22					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Constitutional Foundations	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	Students will identify the different parts of the constitution.	Quiz, Test		
2) Civics	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	Students will take a civics exam.	Civics Exam		
3) Amendments	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	Students will understand the amendment process	Quiz on Article 2		
4)					
5)					
Key Activities and Methods: Group work, prereading activity, lecture					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2, 3, 4, 5	
Unit #: 3	Dates - Starting: Nov. 3	Ending: Nov. 18	Total Instructional Days: 11		
Unit Title: Citizenship and The Constitution					
Theme: Citizen Participation in Government					
Biblical Application: Matthew 10:32					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Loose and strict constructionists	8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	Students identify loose and strict interpretations of the constitution	Quiz		
2) Civic Responsibility	8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	Students will demonstrate and understand the importance of civic participation	Quiz , Persuasive Writing on Voting		
3)					
4)					
5)					
Lecture, power point presentations, group work, political discussions					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2,3,4,5		
Unit #: 4	Dates - Starting: Dec. 1	Ending: Dec. 17	Total Instructional Days: 13			
Unit Title: A New Nation						
Theme: Capitalism and the economy						
Biblical Application: John 3:16						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1)Capitalism		8.4 Students analyze the aspirations and ideals of the people of the new nation.		Studnets will be able to identify capitalism and other free market principles	Quiz	
2) The Lousiana Purchase		8.4 Students analyze the aspirations and ideals of the people of the new nation.		Students will understand the significance of the Lousiana Purchase		
4)						
5)						
Key Activities and Methods: Discussion, Group work, Lecture, Power Point presentations						

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UNIT PLANNER

Teacher's Name: Damico		Subject: History		Period(s): 1,2,3,4,5	
Unit #: 5	Dates - Starting: Jan. 12	Ending: Jan. 27	Total Instructional Days: 11		
Unit Title: Early Foreign Policy					
Theme: Early Foreign Policy					
Biblical Application: Psalms 45:7					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) War of 1812	8.5 Students analyze U.S. foreign policy in the early Republic.	Identify the cause and effects of the War of 1812	Memorize the "Star Spangled Banner"		
2) American Indians	8.5 Students analyze U.S. foreign policy in the early Republic.	Students will understand the early treaties with Native Americans	Quiz		
3)					
4)					
5)					
Key Activities and Methods: Study skills, Video clips, lecture, group work					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2,3,4,5	
Unit #: 6	Dates - Starting: Feb. 3	Ending: Feb. 13	Total Instructional Days: 9		
Unit Title: Early Industrialization and The North					
Theme: Early Industrialization and The North					
Biblical Application: Deuteronomy 4:2					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Early Industrialization	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Identify the origins of and industrialization and its development	Drama		
2) The North	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Students will understand the divergent paths of the north and the south	quiz		
3)					
4)					
5)					
Key Activities and Methods: Power point presentations, group work, drama, lecture					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2,3,4,5		
Unit #: 7	Dates - Starting: Feb. 17	Ending: 6-Mar	Total Instructional Days: 12			
Unit Title: Social Issues and Slavery						
Theme: Slavery and the South						
Biblical Application: Proverbs 30:5-6						
Key Concepts		Standards/Sub-Strands		Outcomes	Assessment	ESLRs
1) Social Issues		8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		Identifying different social issues in the US in the 1800's	Essay	
2) Slavery		8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		Students will demonstrate knowledge of slavery and its lasting effects	quiz	
3) The South		8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.		Students will understand the divergent paths of the north and the south	quiz	
4)						
5)						
Key Activities and Methods						

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UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 1,2,3,4,5	
Unit #: 8	Dates - Starting: 24-Mar	Ending: 3-Apr	Total Instructional Days: 9		
Unit Title: Westward Expansion					
Theme: Move West					
Biblical Application: Proverbs 30:5-6					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Manifest Destiny	8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Students demonstrate knowledge of the westward movement	Quiz		
2) Gold Rush	8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Students will identify the importance of the Gold Rush in the History of California	Map/quiz		
3)					
4)					
5)					
Key Activities and Methods: Video clips, lecture, group work on map, discussion					

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

UNIT PLANNER

Teacher's Name: Gainer		Subject: History		Period(s): 2,3,4,5	
Unit #: 9	Dates - Starting: 6-Apr	Ending: 23-Apr	Total Instructional Days: 8		
Unit Title: Slavery to Secession					
Theme: Slavery to Secession					
Biblical Application: Revelation 22:18-19					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Slavery to Secession	8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	Students demonstrate understanding the events that surrounded slavery and secession	Quiz		
2)					
3)					
4)					
5)					
Key Activities and Methods: Lecture, persuasive writing, group work, video clips, Power Point presentations					

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UNIT PLANNER

Teacher's Name: Gainer		Subject: US History		Period(s): 1,2,3,4,5	
Unit #: 10	Dates - Starting: 27-Apr	Ending: 15-May	Total Instructional Days: 14		
Unit Title: The Civil War & Reconstruction					
Theme: War					
Biblical Application: Psalm 121:1-4					
Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs	
1) Road o Civil War	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Students will understand key events in the Civil War	quiz		
2) Battles	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Students will understand key abttles in the war			
3) Abraham Lincoln	8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Students will understand the importance of Abraham Lincoln	America's History Maker		
4) Reconstruction	8.11 Students analyze the character and lasting consequences of Reconstruction.	Students will understand the reconstruction effort	Quiz		
5)					
Key Activities and Methods					

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UNIT PLANNER

Teacher's Name:	Gainer	Subject:	US History	Period(s):	5-Jan
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Unit #:	11	Dates - Starting:	16-May	Ending:	4-Jun	Total Instructional Days:	10
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Unit Title: Industrial Revolution

Theme: Industrial Revolution

Biblical Application: Isaiah 30:15, NIV

Key Concepts	Standards/Sub-Strands	Outcomes	Assessment	ESLRs
1) Industiral Revolution	8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	Students will demonstrate knowledge of industrialization and the American economy	quiz	
2)				
3)				
4)				
5)				

Key Activities and Methods



PACING GUIDE

Subject: History

Grade: 8

Total number of standards: 12

Quarter	Units Taught	Standards Taught	Assessment (week #)
1	8.1-Road to Revolution	8.1	#8 Road to Revolution
2	8.2 The Constitution 8.3 Citizenship 8.4 A New Nation	8.2 8.3 8.4	#2 Constitution #5 Citizenship #8 New Nation
3	8.5 Foreign Policy 8.6-8.8 North, South, West [DC TRIP]	8.5 8.6 8.7 8.8	#1 Foreign Policy #3 North, #4 South #8 West
4	8.9 Slavery to Secession 8.10 The Civil War 8.11 Reconstruction 8.12 The Industrial Revolution	8.9 8.10 8.11 8.12	#2 Slavery to Secession #5 Civil War and Reconstruction #8 Industrial Revolution
Omitted Standards and why	none		

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

Mission Statement

"Our mission is to educate students to know Christ personally, excel academically, think biblically, and positively impact their community for Christ."

Expected Schoolwide Learning Results (ESLRs)

1. Biblical World View

Graduates of HCJH are expected to be individuals who . . .

- a) know how to study the Bible.
- b) recognize that all people are created in the image of the one true God.
- c) acknowledge the Bible as the infallible Word of God.
- d) use God's Word to discern truth.

2. Effective Communicators

Graduates of HCJH are expected to be effective communicators who . . .

- a) listen objectively and critically.
- b) understand and follow directions.
- c) write and speak clearly and accurately.
- d) express and support opinions using objective evidence.
- e) utilize various modalities effectively.
- f) can demonstrate a personal relationship with Jesus Christ verbally and in writing.

3. Proficient Learners

Graduates of HCJH are expected to be proficient learners who . . .

- a) demonstrate grade appropriate skills in reading, writing, and mathematics.
- b) have effective work habits and study skills.
- c) are self-directed and able to produce cooperatively and independently.
- d) can utilize technology.
- e) have a firm grasp of scripture and are able to apply it to life situations.

4. Personal Responsibility

Graduates of HCJH are expected to be responsible individuals who . . .

- a) show patriotism through respect for flag, country, leaders and laws.
- b) demonstrate self-control based on biblical standards.
- c) exhibit respect for others.
- d) accept the consequences and benefits of their actions.
- e) are aware of career opportunities.
- f) practice goal setting with a biblical perspective.
- g) are involved in serving the community.
- h) have a personal relationship with Jesus Christ.
- i) have the tools to share their faith.
- j) demonstrate an urgency to share their faith.

5. Problem Solvers

Graduates of HCJH are expected to be perceptive thinkers and problem solvers who . . .

- a) evaluate current topics using a biblical perspective.
- b) use available technology to obtain, access and integrate relevant information.
- c) think analytically and creatively.
- d) are well-informed and open-minded.
- e) apply academic learning to life.

6. Well-Rounded

Graduates of HCJH are expected to be well-rounded individuals who . . .

- a) have been exposed to a variety of elective opportunities and experiences.
- b) are challenged beyond academics through a variety of extracurricular activities.
- c) lead lives that are balanced intellectually, spiritually, physically and emotionally.
- d) develop an appreciation for teamwork during school activities.
- e) understand God's involvement in every area of their lives.

Grade Eight**United States History and Geography: Growth and Conflict**

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

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

- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
- Analyze how the American Revolution affected other nations, especially France.
- Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

- Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
- Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
- Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
- Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

**Advanced II
History**

- Demonstrate an understanding of time, continuity, and change and relate a knowledge of the impact of individuals, groups, and institutions that influence the world in which we live.

Geography

- Demonstrate an understanding of the world in spatial terms, places and regions, physical and human systems, environment and society, and the uses of geography.

Political Science

- Demonstrate an understanding of government and society and the values and principles of democratic citizenship.

Economics

- Demonstrate an understanding of macroeconomic and microeconomic concepts from a national and international perspective.

Process

- Application of Knowledge and Comprehension
- Demonstrate the ability to understand and apply what is learned in the social studies classroom.

Organization, Summarization, and Interpretation of Information

- Demonstrate the ability to work with information presented in a variety of ways.

Determination of Cause and Effect

- Demonstrate the ability to analyze, determine cause and effect, and solve problems based on social science concepts.

**Listening
Vocabulary**

- Demonstrate recognition of the common meanings of spoken words encountered in a variety of subject areas and sources of information.

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

- Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
- Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebel-lion).
- Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
- Understand the functions and responsibilities of a free press.

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

- Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
- Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
- Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
- Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

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

- Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
- Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
- Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

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

- Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
- List the reasons for the wave of immigration from Northern Europe to the United States and describe

Comprehension

- Demonstrate the ability to form an initial understanding of and to interpret dictated material.

Literary

- Construct meaning with material typically listened to for enjoyment.

Informational

- Construct meaning with expository material typically listened to for information.

Functional

- Construct meaning with material typically listened to in everyday-life situations.

Process**Initial Understanding**

- Form an initial understanding of a variety of messages based on explicit information in the messages.

Interpretation

- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.

Analysis

- Synthesize and evaluate explicit and implicit information in a variety of messages.

Strategies

- Recognize and apply listening comprehension strategies to a variety of dictated messages.

the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

- Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
- Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

- Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
- Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
- Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
- Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
- Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
- Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
- Examine the importance of the great rivers and the struggle over water rights.
- Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

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

- Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
- Discuss the abolition of slavery in early state constitutions.
- Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
- Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
- Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
- Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

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

- Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
- Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
- Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

- List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
- Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
- Trace the rise of the Ku Klux Klan and describe the Klan's effects.
- Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

- Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
- Identify the reasons for the development of federal Indian policy and the wars with American Indians

and their relationship to agricultural development and industrialization.

- Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
- Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
- Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
- Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
- Identify the characteristics and impact of Grangerism and Populism.
- Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).