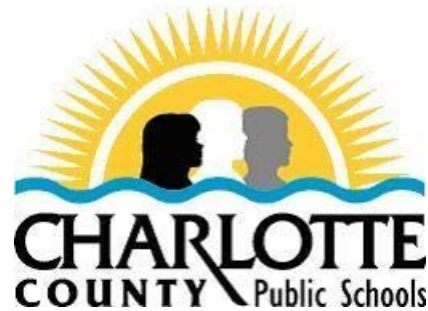


# **Curriculum Map & Pacing Guide**

## **M/J United States History, Advanced #2100020**



### **Contents:**

- **M/J U.S. History, Advanced Course Description**
- **M/J U.S. History, Advanced Monthly Coverage and Pacing**
- **Grade Eight Social Studies Standards and Benchmarks**

**Revised ~ May 2017**

*Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.*



## M/J U.S. History, Advanced #2100020

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

### Instructional Practices:

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:



## M/J U.S. History, Advanced #2100020

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>



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	August	September	October	November	December
Unit(s)	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <ul style="list-style-type: none"> <li><u>Chapter 2:</u> Exploring the Americas</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <ul style="list-style-type: none"> <li><u>Chapter 3:</u> Colonial America</li> </ul> <p>Also include:</p> <ul style="list-style-type: none"> <li>Constitution Day;</li> <li>Celebrate Freedom Week; and,</li> <li>Congressional Medal of Honor Lesson.</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <ul style="list-style-type: none"> <li><u>Chapter 4:</u> Life in the American Colonies</li> <li><u>Chapter 5:</u> The Spirit of Independence</li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <ul style="list-style-type: none"> <li><u>Chapter 6:</u> The American Revolution</li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <ul style="list-style-type: none"> <li><u>Chapter 7:</u> A More Perfect Union</li> <li><u>Chapter 9:</u> The Federalist Era</li> </ul>
Learning Goals	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> <li>Students will explain the dramatic impact of European exploration and colonization of the Americas upon the indigenous populations.</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> <li>Students will describe how the experiences of the colonies shaped America’s political and social ideals.</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> <li>Students will explain the causes and consequences of colonial conflict with the British Empire.</li> </ul> <p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> <li>Students will explain the causes and consequences of</li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> <li>Students will describe how it was possible for the American Patriots to gain their independence from the powerful British Empire.</li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <p><u>Chapter 7:</u></p> <ul style="list-style-type: none"> <li>Students will explain the events and ideas that influenced the writing of the Articles of Confederation and the Constitution.</li> </ul> <p><u>Chapter 9:</u></p> <ul style="list-style-type: none"> <li>Students will identify the important events that occurred during</li> </ul>



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			colonial conflict with the British Empire.		the terms of the first two U.S. Presidents.
<b>Essential Questions</b>	<u>Unit 1: Our Colonial Heritage</u>	<u>Unit 1: Our Colonial Heritage</u>	<u>Unit 1: Our Colonial Heritage</u>	<u>Unit 2: A New Nation</u>	<u>Unit 2: A New Nation</u>
	<u>Chapter 2:</u> <ul style="list-style-type: none"> <li>How did advances in technology pave the way for European exploration?</li> <li>Why did Europeans explore and colonize the Americas?</li> <li>What were the positive and negative contributions of the Europeans in the Americas?</li> <li>How did the reforms of Martin Luther bring about religious change that impacted the colonization and settlement of the thirteen colonies?</li> </ul>	<u>Chapter 3:</u> <ul style="list-style-type: none"> <li>What reasons caused the colonists to migrate to the Americas?</li> <li>Explain the complex relationship between colonists and Native Americans.</li> <li>What challenges did the colonists face at Jamestown and Plymouth?</li> <li>Describe the society, culture and economy of the New England, Middle and Southern colonies.</li> </ul>	<u>Chapter 4:</u> <ul style="list-style-type: none"> <li>How did geography play a role in the development of the economies of the colonies?</li> <li>What are the values and beliefs that the colonists developed about government?</li> <li>What are the traditional beliefs and values associated with American culture?</li> <li>What are the causes and consequences of the French and Indian War?</li> </ul> <u>Chapter 5:</u> <ul style="list-style-type: none"> <li>What are the causes of conflict between American colonists</li> </ul>	<u>Chapter 6:</u> <ul style="list-style-type: none"> <li>What are the causes of the American Revolution?</li> <li>What are the opposing sides of the American Revolution?</li> <li>What are the strategies used during the significant battles during the American Revolution?</li> <li>How did the Americans gain allies in the war?</li> <li>What helped the Patriots win independence?</li> </ul>	<u>Chapter 7:</u> <ul style="list-style-type: none"> <li>Explain why the Articles of Confederation were the first plan of the government for the United States.</li> <li>Why were the Articles of Confederation too weak to address the nation's problems?</li> <li>Describe the documents, ideas and people that influenced the creation of the Constitution.</li> <li>What compromises were made at the Constitutional Convention?</li> <li>Explain the debate that took place over whether the Constitution should be adopted.</li> </ul>



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			<p>and the British Empire?</p> <ul style="list-style-type: none"> <li>• What were the consequences of the conflict and how did it motivate colonial leaders to act?</li> </ul>		<p><u>Chapter 9:</u></p> <ul style="list-style-type: none"> <li>• How did the federal government develop under George Washington?</li> <li>• How did the new government respond to internal and external threats?</li> <li>• How did the two-party political system develop in America?</li> </ul>
<p><b>Authentic Texts/ Primary Sources</b></p>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">Why Do Maps Change Over Time?</a>;</li> <li>• <a href="#">The Journal of Christopher Columbus (1492)</a>; and,</li> <li>• <a href="#">95 Theses by Martin Luther</a>.</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Mayflower Compact</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Examining Passenger Lists to the New World</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">King Philip’s War</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Puritans</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">What Caused the Salem Witch Crisis in 1692?</a>; and,</li> </ul>	<p><u>Unit 1:</u> <u>Our Colonial Heritage</u></p> <p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Daily Life on a Colonial Plantation, 1709-11</a>;</li> <li>• <a href="#">Proclamation of 1763</a>; and,</li> <li>• <a href="#">Albany Plan of Union 1754</a>.</li> </ul> <p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Declaration of Independence</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Why Were the Colonists</a></li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">What Happened at the Battle of Lexington?</a> and,</li> <li>• <a href="#">Paul Revere’s Ride</a> by Henry Wadsworth Longfellow.</li> </ul>	<p><u>Unit 2:</u> <u>A New Nation</u></p> <p><u>Chapter 7:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Federalist Papers #15</a>;</li> <li>• <a href="#">The Articles of Confederation</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">How Did Americans React to Shays’ Rebellion?</a>;</li> <li>• SHEG’s Reading Like A Historian: <a href="#">Federalists vs. Anti-Federalists</a>; and,</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Why did the Founding Fathers</a></li> </ul>



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		<ul style="list-style-type: none"> <li>SHEG’s Reading Like a Historian: <a href="#">The Great Awakening</a>.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Upset about The Stamp Act?</a>;</li> <li>SHEG’s Reading Like a Historian: <a href="#">Loyalists</a>;</li> <li>SHEG’s Reading Like a Historian: <a href="#">Why Did the Founders Really Write the Declaration of Independence?</a>;</li> <li>and,</li> <li>Thomas Paine’s <a href="#">Common Sense</a>.</li> </ul>		<p><a href="#">Keep Slavery in the Constitution?</a></p> <p>Chapter 9:</p> <ul style="list-style-type: none"> <li>SHEG’s Reading Like a Historian: <a href="#">What were the Differences Between Hamilton and Jefferson?</a>; and,</li> <li><a href="#">Primary Source Documents from Alexander Hamilton</a>.</li> </ul>
<b>Digital Support</b>	<p>Chapter 2:</p> <ul style="list-style-type: none"> <li><a href="#">PBS Explorers: Christopher Columbus</a>;</li> <li><a href="#">PBS Explorers: Amerigo Vespucci</a>;</li> <li><a href="#">PBS Explorers: Ponce de Leon</a>; and,</li> <li><a href="#">Primary Source Set: Exploration of the Americas</a>.</li> </ul>	<p>Chapter 3:</p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Political Cartoons: Finding Point of View</a>; and,</li> <li>CPALMS: <a href="#">The Salem Witch Trials Decoded: Understanding the Trials</a>;</li> <li><a href="#">America: The Story of Us-Rebels</a>;</li> <li><a href="#">PBS Explorers: John Smith</a>;</li> <li><a href="#">Teaching Guide: Exploring Cross-Cultural Colonial Conflicts</a>; and,</li> <li><a href="#">God in America: Part 1-The Trial of Anne Hutchinson</a>.</li> </ul>	<p>Chapter 4:</p> <ul style="list-style-type: none"> <li><a href="#">Teaching Guide: Exploring the French and Indian War</a>;</li> <li><a href="#">America: The Story of Us-Revolution</a>; and,</li> <li><a href="#">God in America: Part 1-George Whitfield</a>.</li> </ul> <p>Chapter 5:</p> <ul style="list-style-type: none"> <li><a href="#">The Road to Revolution Game: Liberty! The American Revolution</a>;</li> <li><a href="#">National Archives: Road to Revolution: Patriotism or Treason?</a> and,</li> </ul>	<p>Chapter 6:</p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Why Do We Remember Revere? Paul Revere's Ride in History and Literature</a>;</li> <li>CPALMS: <a href="#">The Battle of Lexington and Concord: Historical Interpretation</a>; and,</li> <li><a href="#">America: The Story of Us-Revolution</a>.</li> </ul>	<p>Chapter 7:</p> <ul style="list-style-type: none"> <li><a href="#">Teaching Guide: Exploring Shays' Rebellion with Primary Sources</a>;</li> <li><a href="#">Teaching Guide: Exploring the U.S. Constitution with Primary Sources</a>; and,</li> <li><a href="#">The Constitutional Convention</a>.</li> </ul> <p>Chapter 9:</p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">George Washington: First in War, First in Peace, and First in the Hearts of Countrymen</a>; and,</li> </ul>



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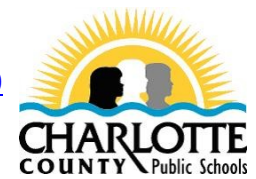
			<ul style="list-style-type: none"> <li>• <a href="#">Teaching Guide: Exploring the Boston Tea Party.</a></li> </ul>		<ul style="list-style-type: none"> <li>• CPALMS: <a href="#">George Washington: The Living Symbol</a>;</li> <li>• <a href="#">Reconciling History: The Founding Fathers</a>; and,</li> <li>• <a href="#">Clean Version of the Hamilton Soundtrack.</a></li> </ul>
<p><b>The DBQ Project</b> (Choose 2-4 titles per year)</p>		<ul style="list-style-type: none"> <li>• The DBQ Project: <i>Early Jamestown: <a href="#">Why Did So Many Colonists Die?</a></i></li> </ul>		<ul style="list-style-type: none"> <li>• The DBQ Project: <i>Valley Forge: <a href="#">Would You Have Quit?</a></i></li> </ul>	
<p><b>Assessments</b></p>	<p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes</li> <li>• Chapter tests;</li> <li>• SHEG's Beyond the Bubble Assessment: <a href="#">Portrait of an Iroquois Leader</a>; and,</li> <li>• Content specific tasks and projects.</li> </ul>	<p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> <li>• Chapter tests;</li> <li>• Content specific and tasks;</li> <li>• SHEG's Beyond the Bubble Assessment: <a href="#">The First Thanksgiving</a>;</li> <li>• SHEG's Beyond the Bubble Assessment: <a href="#">Signing the Mayflower Compact</a>;</li> <li>• SHEG is Reading Like a Historian: <a href="#">Did Pocahontas Save John Smith's Life?</a> and,</li> </ul>	<p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> <li>• Chapter tests;</li> <li>• Content specific tasks or projects;</li> <li>• The SHEG's Beyond the Bubble Assessment: <a href="#">Seven Years' War</a>; and,</li> <li>• SHEG's Beyond the Bubble Assessment: <a href="#">Declaration of Independence.</a></li> </ul> <p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> </ul>	<p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> <li>• Chapter tests;</li> <li>• Content specific tasks or projects; and,</li> <li>• SHEG's Beyond the Bubble Assessment: <a href="#">Washington Crosses the Delaware.</a></li> </ul>	<p><u>Chapter 7:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> <li>• Chapter tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <p><u>Chapter 9:</u></p> <ul style="list-style-type: none"> <li>• Lesson quizzes;</li> <li>• Chapter tests;</li> <li>• Content specific tasks or projects; and,</li> <li>• Semester exam.</li> </ul>





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		<ul style="list-style-type: none"> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">The Virginia Company</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter tests; and,</li> <li>Content specific tasks and projects.</li> </ul>		
<b>Social Studies NGSSS and the Florida State Standards</b>	<u>Chapter 2:</u> SS.8.A.1.7., SS.8.A.2.1., SS.8.A.2.5., SS. 8. E.1.1, SS.8.E.3.1, SS.8.G.1.2. SS.8.G.2.1., SS.8.G.4.4., SS.8.G.6.2.	<u>Chapter 3:</u> SS.8.A.1.4., SS.8.A.1.5., SS.8.A.2.2., SS.8.A.2.3., SS.8.A.2.4., SS.8.A.2.5., SS.8.A.2.7, SS.8.C.1.4., SS.8.C.2.1, SS.8.E.2.1., SS.8.G.1.1., SS.8.G.1.2., SS.8.G.2.1., SS.8.G.4.4.	<u>Chapter 4:</u> SS.8.A.1.2., SS.8.A.1.6., SS.8.A.1.7., SS.8.A.3.1., SS.8.A.3.2., SS.8.A.3.3., SS.8.A.3.4, SS.8.A.3.5., SS.8.A.3.6., SS.8.A.3.7., SS.8.A.3.8., SS.8.A.3.16.  <u>Chapter 5:</u> SS.8.A.1.2., SS.8.A.1.6., SS.8.A.1.7., SS.8.A.3.1., SS.8.A.3.2., SS.8.A.3.3., SS.8.A.3.4, SS.8.A.3.5., SS.8.A.3.6., SS.8.A.3.7., SS.8.A.3.8., SS.8.A.3.16.	<u>Chapter 6:</u> SS.8.A.1.2., SS.8.A.1.5., SS.8.A.1.7., SS.8.A.3.3., SS.8.A.3.4., SS.8.A.3.5., SS.8.A.3.8., SS.8.A.3.16., SS.8.G.1.2.	<u>Chapter 7:</u> SS.8.A.1.2., SS.8.A.1.5., SS.8.A.1.7., SS.8.A.3.3., SS.8.A.3.4., SS.8.A.3.5., SS.8.A.3.8., SS.8.A.3.16., SS.8.G.1.2.  L  <u>Chapter 9:</u> SS.8.A.1.3., SS.8.A.3.12., SS.8.A.3.13.



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	January	February	March	April	May
Unit(s)	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 10:</u> The Jefferson Era</li> <li>• <u>Chapter 11:</u> Growth and Expansion</li> </ul> <p>Also include:</p> <ul style="list-style-type: none"> <li>• Introduction of the capstone research project.</li> </ul>	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 12:</u> The Jackson Era</li> <li>• <u>Chapter 13:</u> Manifest Destiny</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 14:</u> North and South</li> </ul> <p>Also include:</p> <ul style="list-style-type: none"> <li>• Congressional Medal of Honor Lesson.</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 15:</u> The Spirit of Reform</li> <li>• <u>Chapter 16:</u> Toward Civil War</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 17:</u> The Civil War</li> <li>• <u>Chapter 18:</u> The Reconstruction Era</li> </ul>
Learning Goals	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <p><u>Chapter 10:</u></p> <ul style="list-style-type: none"> <li>• Students will describe the events that strengthened the nation during the Jefferson Era.</li> </ul> <p><u>Chapter 11:</u></p> <ul style="list-style-type: none"> <li>• Students will outline how westward expansion</li> </ul>	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <p><u>Chapter 12:</u></p> <ul style="list-style-type: none"> <li>• Students will describe the impact of Andrew Jackson’s presidency on the nation.</li> </ul> <p><u>Chapter 13:</u></p> <ul style="list-style-type: none"> <li>• Students will outline how westward expansion transformed the nation.</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p><u>Chapter 14:</u></p> <ul style="list-style-type: none"> <li>• Students will describe the political, economic, and social changes that occurred in the North and South from 1790-1860.</li> <li>• Students will understand sectionalism through a comparison and contrast of the</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p><u>Chapter 15:</u></p> <ul style="list-style-type: none"> <li>• Students will understand how issues of reform divided the nation.</li> </ul> <p><u>Chapter 16:</u></p> <ul style="list-style-type: none"> <li>• Students will understand the causes of the Civil War and the effect</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p><u>Chapter 17:</u></p> <ul style="list-style-type: none"> <li>• Students will understand how the Civil War affected the American people.</li> </ul> <p><u>Chapter 18:</u></p> <ul style="list-style-type: none"> <li>• Students will describe how a deeply divided nation moved forward after the Civil War.</li> </ul>



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	transformed the nation.		northern and southern regions.	on the American people.	
<b>Essential Questions</b>	<u>Unit 3: The Nation Expands</u>	<u>Unit 3: The Nation Expands</u>	<u>Unit 4: The Nation Breaks Apart</u>	<u>Unit 4: The Nation Breaks Apart</u>	<u>Unit 4: The Nation Breaks Apart</u>
	<p><u>Chapter 10:</u></p> <ul style="list-style-type: none"> <li>How did Thomas Jefferson win the election of 1800?</li> <li>What were the political and geographical changes that took place during Jefferson’s presidency?</li> <li>Why did the United States enter the War of 1812?</li> <li>How did the United States fare in the War of 1812?</li> <li>How did the War of 1812 affect the nation?</li> </ul> <p><u>Chapter 11:</u></p> <ul style="list-style-type: none"> <li>How did technological improvements during the Industrial</li> </ul>	<p><u>Chapter 12:</u></p> <ul style="list-style-type: none"> <li>What new ways of campaigning developed, and what were their effects on the elections of 1824 and 1828?</li> <li>What debate developed over states’ rights versus the rights of the federal government?</li> <li>What were the causes and consequences of the removal of the eastern Native Americans?</li> <li>What were the reasons behind the closing of the national bank?</li> </ul> <p><u>Chapter 13:</u></p> <ul style="list-style-type: none"> <li>What are the ideas and concepts of Manifest Destiny?</li> </ul>	<p><u>Chapter 14:</u></p> <ul style="list-style-type: none"> <li>How did innovations in industry, travel, and communication change the lives of Americans in the 1800’s?</li> <li>What were some factors that caused an increase in immigration, and what impact did this have on cities and industries in the North.</li> <li>What were some similarities and differences in the economies of the North and South?</li> <li>What were living conditions like for enslaved African Americans in the South, and what unique culture did they develop?</li> </ul>	<p><u>Chapter 15:</u></p> <ul style="list-style-type: none"> <li>What influence did various individuals have on the social and political developments in the United States?</li> <li>What were some of the social reform movements that developed between 1820 and 1860?</li> <li>How did the abolitionist movement develop, and what was its impact?</li> <li>What were the goals of the women’s rights movement and what were the results?</li> </ul> <p><u>Chapter 16:</u></p> <ul style="list-style-type: none"> <li>What compromises involving the issues of slavery and</li> </ul>	<p><u>Chapter 17:</u></p> <ul style="list-style-type: none"> <li>What were the goals and strategies, and strengths and weaknesses of the North and South?</li> <li>What were some of the major battles of the early part of the Civil War?</li> <li>What was some of the debate leading up to, and the results of, Lincoln’s Emancipation Proclamation?</li> <li>How did the Civil War affect the roles of women, politics, and the economies of the North and South?</li> <li>What were the major battles and turning points of the American Civil War?</li> <li>What events ended the Civil War?</li> </ul>



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	<p>Revolution change the ways people lived and worked?</p> <ul style="list-style-type: none"> <li>• How did improvements in transportation facilitate westward movement?</li> <li>• How did the unity and nationalism people felt after the War of 1812 change to dividing the nation over issues of economics and equality?</li> </ul>	<ul style="list-style-type: none"> <li>• How did Florida, Texas, California, and Utah become states?</li> <li>• What were the causes and results of the war with Mexico?</li> <li>• How did the Gold Rush affect California?</li> <li>• Why did the Mormons settle in Utah?</li> </ul>		<p>admissions of new states were made or attempted, and why did they fail?</p> <ul style="list-style-type: none"> <li>• How did the abolition issue contribute to the division of the nation?</li> <li>• What events led to the start of the Civil War?</li> </ul>	<p><u>Chapter 18:</u></p> <ul style="list-style-type: none"> <li>• What were the different plans for Reconstruction and what does Radical Reconstruction mean?</li> <li>• How did Reconstruction affect politics, economics, and society in the South?</li> <li>• How did the rights of free African Americans change during Reconstruction and in the post-Reconstruction Era?</li> <li>• What were the successes and failures of Reconstruction in the South?</li> </ul>
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<b>Authentic Texts/ Primary Sources</b>	<u>Unit 3: The Nation Expands</u>	<u>Unit 3: The Nation Expands</u>	<u>Unit 4: The Nation Breaks Apart</u>	<u>Unit 4: The Nation Breaks Apart</u>	<u>Unit 4: The Nation Breaks Apart</u>
	<p><u>Chapter 10:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">Why did Federalists Oppose the Louisiana Purchase?</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Were Lewis and Clark Respectful to the Native Americans?</a>;</li> <li>• <a href="#">Jefferson’s First Inaugural Address</a>;</li> <li>• <a href="#">Treaty of Ghent</a>;</li> <li>• <a href="#">Louisiana Purchase</a>;</li> <li>• <a href="#">The Original Journals of the Lewis and Clark Expedition</a>.</li> </ul> <p><u>Chapter 11:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">The National Archives: The Patent for the Cotton Gin (1794)</a>;</li> <li>• <a href="#">The Monroe Doctrine</a>;</li> <li>• and,</li> <li>• <a href="#">Missouri Compromise</a>.</li> </ul>	<p><u>Chapter 12:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like A Historian: <a href="#">Indian Removal</a>;</li> <li>• <a href="#">Jacksonian Democracy Primary Source Documents</a></li> </ul> <p><u>Chapter 13:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Letters and Journals from the California Gold Rush</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">How Did Americans Justify Westward Expansion?</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Why Did Texans Declare Independence from Mexico in 1836?</a></li> </ul>	<p><u>Chapter 14:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">Was Nat Turner a Hero or a Madman?</a>;</li> <li>• <a href="#">The Confessions of Nat Turner</a>;</li> <li>• <a href="#">Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938</a>.</li> </ul>	<p><u>Chapter 15:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">Abraham Lincoln SAC</a>;</li> <li>• <a href="#">Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself</a>;</li> <li>• <a href="#">Declaration of Sentiments</a>; and,</li> <li>• Excerpts of <a href="#">Uncle Tom’s Cabin</a>.</li> </ul> <p><u>Chapter 16:</u></p> <ul style="list-style-type: none"> <li>• Read and analyze the excerpt from Lincoln’s <a href="#">A House Divided Speech</a>;</li> <li>• Read <a href="#">John Brown’s Last Speech</a> and craft an essay that contrasts how Lincoln’s views are similar to and different from John Brown; and,</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Was John</a></li> </ul>	<p><u>Chapter 17:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like A Historian: <a href="#">Thomas Nast’s Political Cartoons</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">The Emancipation Proclamation</a>; and,</li> <li>• <a href="#">The Gettysburg Address</a>.</li> </ul> <p><u>Chapter 18:</u></p> <ul style="list-style-type: none"> <li>• SHEG’s Reading Like a Historian: <a href="#">Sharecropping</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Was Reconstruction Really Radical?</a>;</li> <li>• SHEG’s Reading Like a Historian: <a href="#">Were African-Americans Free During Reconstruction?</a></li> </ul>



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				<a href="#">Brown a Misguided Fanatic?</a>	
<b>Digital Support</b>	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <p>Chapter 10:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ken Burns': Thomas Jefferson, Part 1;</a></li> <li>• <a href="#">Ken Burns': Thomas Jefferson, Part 2;</a></li> <li>• <a href="#">The War of 1812;</a></li> <li>• CPalms: <a href="#">The Lewis and Clark Expedition;</a></li> <li>and,</li> <li>• <a href="#">The Journey of Sacagawea.</a></li> </ul> <p>Chapter 11:</p>	<p><u>Unit 3:</u> <u>The Nation Expands</u></p> <p>Chapter 12:</p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching Guide for Jacksonian Democracy;</a></li> <li>• <a href="#">The American President, Part 5: Expanding Powers-The Power of the People: Andrew Jackson;</a></li> <li>• The Gilda Lehrman Institute's: <a href="#">Common Man and Contradictions: A Mock Trial of Andrew Jackson;</a></li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p>Chapter 14:</p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Freedom with Harriet: Life on the Underground Railroad;</a> and,</li> <li>• <a href="#">American Experience: New York, Episode 2--Irish Immigrants.</a></li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p>Chapter 15:</p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Close Reading Exemplar: Narrative of the Life of Frederick Douglass;</a></li> <li>• CPALMS: <a href="#">Frederick Douglass's Speech "The Meaning of the Fourth of July for the Negro";</a></li> <li>• CPALMS: <a href="#">Mr. Lincoln, We Have a Problem!;</a></li> <li>and,</li> </ul>	<p><u>Unit 4:</u> <u>The Nation Breaks Apart</u></p> <p>Chapter 17:</p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">1860-1861: The Country Goes To War;</a></li> <li>• CPALMS: <a href="#">Thank You, Mr. Lincoln!;</a></li> <li>• CPALMS: <a href="#">Abraham Lincoln: The Face of a War</a></li> <li>• CPALMS: <a href="#">The Effects of the Civil War;</a></li> <li>• CPALMS: <a href="#">The Battle of Gettysburg through Many Eyes;</a></li> </ul>



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	<ul style="list-style-type: none"> <li>• <a href="#">The National Archives: The Missouri Compromise</a>;</li> <li>• <a href="#">PBS World Explorers: Daniel Boone</a>; and,</li> <li>• <a href="#">Building the Erie Canal</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Edsitement’s: <a href="#">The 1828 Campaign of Andrew Jackson: Expansion of the Voting Base</a>; and,</li> <li>• <a href="#">Jacksonian Democracy</a>.</li> </ul> <p>Chapter 13:</p> <ul style="list-style-type: none"> <li>• <a href="#">America: The Story of Us-Westward</a>;</li> <li>• <a href="#">Teaching Guide: Exploring Manifest Destiny</a>; and,</li> <li>• <a href="#">The West: Episode 3- Gold Fever</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Analyzing the Impact of Uncle Tom’s Cabin</a>;</li> </ul> <p>Chapter 16:</p> <ul style="list-style-type: none"> <li>• <a href="#">America: The Story of Us – Division: Compromise of 1850 (1850) and Resource Materials</a>; and,</li> <li>• <a href="#">Looking for Lincoln: All Things Lincoln</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Civil War Journals</a>; and,</li> <li>• <a href="#">America: The Story of Us-Civil War</a>.</li> </ul> <p>Chapter 18:</p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Life of a Soldier after the Civil War</a>; and,</li> <li>• iCivics Lesson: <a href="#">Civil War and Reconstruction</a>.</li> </ul>
<p><b>The DBQ Project</b> (Choose 2-4 titles per year)</p>		<ul style="list-style-type: none"> <li>• The DBQ Project: <i>How Democratic Was Andrew Jackson?</i></li> <li>• The DBQ Project: <a href="#">Was the United States Justified in Going to War With Mexico?</a> and,</li> <li>• The DBQ Project: <a href="#">Remembering the Alamo: A Personal Journal</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• The DBQ Project: <i>What Was Harriet Tubman’s Greatest Achievement?</i></li> <li>• The DBQ Project: <a href="#">How Free Were Blacks in the North?</a></li> </ul>	<ul style="list-style-type: none"> <li>• The DBQ Project: <i>What Were the Causes of the Civil War?</i></li> </ul>	<ul style="list-style-type: none"> <li>• The DBQ Project: <a href="#">The Battle of Gettysburg: Why Was it a Turning Point?</a></li> <li>• The DBQ Project: <a href="#">North or South: Who Killed Reconstruction?</a></li> </ul>



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<b>Assessments</b>	<p><u>Chapter 10:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">The War of 1812: and</a>.</li> <li>Content specific tasks and projects.</li> </ul>	<p><u>Chapter 12:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests; and,</li> <li>Content specific tasks and projects.</li> </ul> <p><u>Chapter 13:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>Unit tests;</li> <li>Content specific tasks and projects; and,</li> <li>SHEG’s Beyond the Bubble: <a href="#">Traders in the West</a>.</li> </ul>	<p><u>Chapter 14:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>Content specific tasks or projects;</li> <li>SHEG’s Beyond the Bubble: <a href="#">Slave Quarters</a>;</li> <li>SHEG’s Beyond the Bubble: <a href="#">A Perspective on Slavery</a>;</li> <li>SHEG’s Beyond the Bubble: <a href="#">African-American Workers</a>;</li> <li>SHEG’s Beyond the Bubble: <a href="#">Immigration</a>; and,</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">Antebellum South</a>.</li> </ul>	<p><u>Chapter 15:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests; and,</li> <li>Content specific tasks or projects.</li> </ul> <p><u>Chapter 16:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>Content specific tasks or projects;</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">John Brown</a>; and,</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">Attack on Fort Sumter</a>.</li> </ul>	<p><u>Chapter 17:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>Content specific tasks or projects;</li> <li>SHEG’s Beyond the Bubble: <a href="#">Pickett's Charge</a>;</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">Gardner's Civil War Photography</a>.</li> </ul> <p><u>Chapter 18:</u></p> <ul style="list-style-type: none"> <li>Lesson quizzes;</li> <li>Chapter tests;</li> <li>Content specific tasks or projects;</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">1877 Railroad Strike</a>.</li> <li>SHEG’s Beyond the Bubble Assessment: <a href="#">Reconstruction Riots; and</a>.</li> <li><a href="#">Semester Exam</a>.</li> </ul>
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<b>Social Studies NGSSS and the Florida State Standards</b>	<p><u>Chapter 10:</u></p> <p>SS.8.A.3.14., SS.8.A.4.1., SS.8.A.4.3., SS.8.A.4.4., SS.8.A.4.8., SS.8.A.4.12., SS.A.4.13., SS.8.G.3.1., SS.8.G.5.1.</p> <p><u>Chapter 11:</u></p> <p>SS.8.A.1.1., SS.8.A.1.3., SS.8.A.1.5., SS.8.A.4.1., SS.8.A.4.2., SS.8.A.4.5., SS.8.A.4.6., SS.8.A.4.7., SS.8.A.4.8., SS.8.A.4.10., SS.8.A.4.13., SS.8.A.4.17., SS.8.A.4.18., SS.8.G.4.1., SS.8.G.4.3., SS.8.G.4.5., SS.8.G.6.2., SS.8.E.1.1., SS.8.E.2.1., SS.8.E.2.3</p>	<p><u>Chapter 12:</u></p> <p>SS.8.A.1.2., SS.8.A.1.7., SS.8.A.4.1., SS.8.A.4.3., SS.8.A.4.4., SS.8.A.4.6., SS.8.A.4.8., SS.8.A.4.13., SS.8.A.4.16., SS.8.A.4.17., SS.8.A.4.18., SS.8.C.1.4., SS.8.E.2.2.</p> <p><u>Chapter 13:</u></p> <p>SS.8.A.1.6., SS.8.A.1.7., SS.8.A.4.1., SS.8.A.4.2., SS.8.A.4.3., SS.8.A.4.4., SS.8.A.4.8., SS.8.A.4.9., SS.8.A.4.17., SS.8.A.4.18., SS.8.G.4.2., SS.8.G.4.3., SS.8.G.4.4., SS.8.G.4.5., SS.8.G.5.1., SS.8.G.5.2., SS.8.E.2.1., SS.8.E.2.3.</p>	<p><u>Chapter 14:</u></p> <p>SS.8.A.1.2., SS.8.A.1.7., SS.8.A.4.5., SS.8.A.4.7., SS.8.A.4.8., SS.8.A.4.10., SS.8.A.4.11., SS.8.A.5.2., SS.8.G.2.2., SS.8.G.4.2., SS.8.G.4.5., SS.8.E.1.1., SS.8.E.2.1., SS.8.E.2.3.</p>	<p><u>Chapter 15:</u></p> <p>SS.8.A.1.1., SS.8.A.1.3., SS.8.A.1.5., SS.8.A.1.7., SS.8.A.4.8., SS.8.A.4.9., SS.8.A.4.11., SS.8.A.4.14., SS.8.A.4.15., SS.8.A.5.2., SS.8.C.1.4., SS.8.C.1.6., SS.8.FL.1.3., SS.8.E.2.1., SS.8.G.4.2., SS.8.G.4.4.</p> <p><u>Chapter 16:</u></p> <p>SS.8.A.1.1., SS.8.A.1.2., SS.8.A.1.6., SS.8.A.1.7., SS.8.A.4.1., SS.8.A.4.2., SS.8.A.4.8., SS.8.A.4.11., SS.8.A.5.1., SS.8.A.5.2., SS.8.A.5.3., SS.8.A.5.4., SS.8.A.5.6., SS.8.A.5.7.</p>	<p><u>Chapter 17:</u></p> <p>SS.8.A.1.1., SS.8.A.1.2., SS.8.A.1.3., SS.8.A.1.7., SS.8.A.4.3., SS.8.A.5.3., SS.8.A.5.4., SS.8.A.5.5., SS.8.A.5.6., SS.8.A.5.7., SS.8.A.5.8., SS.8.C.1.4., SS.8.G.2.2., SS.8.G.6.2., SS.8.E.1.1.</p> <p><u>Chapter 18:</u></p> <p>SS.8.A.1.1., SS.8.A.1.2., SS.8.A.1.3., SS.8.A.1.7., SS.8.A.4.3., SS.8.A.5.3., SS.8.A.5.4., SS.8.A.5.5., SS.8.A.5.6., SS.8.A.5.7., SS.8.A.5.8., SS.8.C.1.4., SS.8.G.2.2., SS.8.G.6.2., SS.8.E.1.1.</p>



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<p><b>Adopted Instructional Materials</b></p>	<p>Mc-Graw-Hill’s <i>Florida Discovering Our Past: US History-Early Years, Florida Student Edition</i>, 2018.  ISBN: 9780076766345</p>				
<p><b>CPALMS</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">M/J United States History Advanced – Course Code: 2100020</a></li> </ul>				
<p><b>Benchmarks NOT Assessed</b></p>					

## GRADE: 8

Strand: AMERICAN HISTORY	
Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.	
BENCHMARK CODE	BENCHMARK
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  <i>Remarks/Examples:</i> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, historiography.
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.	
BENCHMARK CODE	BENCHMARK
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.  <i>Remarks/Examples:</i> This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

SS.8.A.2.2	Compare the characteristics of the New England, Middle, and Southern colonies.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.
SS.8.A.2.3	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.
SS.8.A.2.4	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.
SS.8.A.2.5	Discuss the impact of colonial settlement on Native American populations.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.
SS.8.A.2.6	Examine the causes, course, and consequences of the French and Indian War.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.
SS.8.A.2.7	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

BENCHMARK CODE	BENCHMARK
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.

	<p><u>Remarks/Examples:</u> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
SS.8.A.3.3	<p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p><u>Remarks/Examples:</u> Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
SS.8.A.3.4	<p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
SS.8.A.3.5	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
SS.8.A.3.6	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
SS.8.A.3.7	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p>
SS.8.A.3.8	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><u>Remarks/Examples:</u> Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
SS.8.A.3.9	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>
SS.8.A.3.10	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</p>
SS.8.A.3.11	<p>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.</p>

SS.8.A.3.12	Examine the influences of George Washington's presidency in the formation of the new nation.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

BENCHMARK CODE	BENCHMARK
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

BENCHMARK CODE	BENCHMARK
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.



	<p><i>Remarks/Examples:</i> Examples may include, but aren't limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
SS.8.A.5.5	Compare Union and Confederate strengths and weaknesses.  <i>Remarks/Examples:</i> Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
SS.8.A.5.6	Compare significant Civil War battles and events and their effects on civilian populations.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Strand: GEOGRAPHY**

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
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SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.  <i>Remarks/Examples:</i> Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.  <i>Remarks/Examples:</i> Examples are cataclysmic natural disasters, shipwrecks.
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
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SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.  <i>Remarks/Examples:</i> Examples are deforestation, urbanization, agriculture.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.  <i>Remarks/Examples:</i> Examples are maps, graphs, tables.

## Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.  <i>Remarks/Examples:</i> Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.

	<i>Remarks/Examples:</i> Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK
SS.8.E.3.1	Evaluate domestic and international interdependence.  <i>Remarks/Examples:</i> Examples are triangular trade routes and regional exchange of resources.

### Strand: CIVICS AND GOVERNMENT

Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.

BENCHMARK CODE	BENCHMARK
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.