



## 2017-2018 PACING GUIDE INTRODUCTION

The pacing guide below does not take into account the administration of the first semester benchmark, the second semester performance task or individual sites SBAC. Individual adjustments should be made to accommodate for these tasks. If following the pacing guide to the maximum suggested weeks, you will end on May 25<sup>th</sup>.

Benchmark One target window November 27 through December 8th (2 day administration)

Second Semester Performance Task: March 19-22 (4 day administration)

SBAC testing: refer to school site for dates.



## Pacing Guide 8th grade U.S. History 2017-2018

### Essential Question: *What is freedom?*

*The concept of freedom leads itself to open ended discussions about its definition throughout the development of the United States. The question itself is meant to be a guide or focal point that should be used to drive your curriculum choices and not necessarily as a tool for assessment.*

### End of year Goal:

For Honors - Short essay; Non-honors: 11-sentence paragraph

Theme & Content Focus (3-5)	Content Standard	Recommended Duration	Inquiry Questions	Common Core Skills	Available Historical Investigation	End of Unit Goal
<b>Colonial America and American Revolution, (early 1600's - 1780's)</b> <ul style="list-style-type: none"> <li>Colonial economies</li> <li>Effects of: Great Awakening, Enlightenment, French and Indian War</li> <li>Mayflower</li> </ul>	8.1	<b>Up to 5 weeks</b>	1. <i>What did freedom mean in colonial America?</i>	RH1, RH2, RH6, RH7, and WH1, WH8, WH9 <b>RH</b> -Citing evidence -Determining the central idea -Comparing the point of views of two or more authors for how they treat similar topics -Integrate visual information <b>WH</b> -Develop claims and counterclaims -Gather information from multiple sources for a specific task - Draw evidence from	Suggested activities/ documents: "Were the 13 colonies democratic" poster, Mayflower Compact, Fundamental Orders of Connecticut, "Sinners in the Hands of an Angry God," Toleration Act of 1649,	Creating a Thesis

Compact, Common Sense, Declaration of Independence <ul style="list-style-type: none"> <li>Revolutionary War</li> </ul>				sources to support claim		
<b>Development of American Constitutional Democracy</b> <ul style="list-style-type: none"> <li>Articles of Confederations</li> <li>Shay's Rebellion</li> <li>Constitutional Convention (Virginia/New Jersey Plans, Great Compromise, <math>\frac{3}{5}</math> Compromise)</li> <li>Constitution (3</li> </ul>	8.2-8.3	Up to 9 weeks	<ol style="list-style-type: none"> <li><i>Did the Constitution establish a just government?</i></li> <li><i>How much power should the federal government have and what should it do?</i></li> </ol>	RH9, RH - Analyze the relationship between a primary and secondary source on the same topic. WH - Develop claims and counterclaims	Shay's Rebellion: "Freedom fighter or Rebel"?	DBQ Shay's Rebellion Wanted Poster (Creating a Thesis)

branches) ● Bill of Rights						
<b>Early Republic</b> ● 1st Political Parties ● George Washington ● John Adams ● Thomas Jefferson (could include Louisiana Purchase) ● James Madison ● James Monroe ● American Culture/Nationalism	8.2 8.3 8.4	<b>Up to 6 weeks</b>	1. <i>How did the Federalists (Hamiltonian) &amp; Republicans (Jeffersonian) differ in their vision of the US?</i>	RH2, WH8, WH9  <b>RH</b> -Develop the central idea -Provide an accurate summary <b>WH</b> -Draw evidence from source to support claim -Gather information from multiple sources for a specific task	Did the Alien and Sedition Acts violate the Freedom of the Press?   Did Early Presidential Policy Uphold Individual Freedoms?	DBQ Structured Academic Controversy (Making claims and using evidence)   DBQ 11 sentence paragraph or Top 5 poster (Making claims and using evidence, with intro and conclusion)

<b>Age of Jackson</b> <ul style="list-style-type: none"> <li>• Jacksonian Democracy (Nominating Conventions, Spoil System, Expansion of Voting Requirements)</li> <li>• Nat'l Bank</li> <li>• Nullification</li> <li>• Native American Policy</li> </ul>	8.7 8.8	Up to 3 weeks	1. <i>Did Andrew Jackson's presidency promote democracy?</i>	SL5, RH1, RH6, RH7, WH6, WH8 <b>SL</b> -Integrate visual displays in presentations to strengthen claims <b>RH</b> -Citing evidence -Identify aspects of text to show author's point of view -Integrate visual information <b>WH</b> -Use technology to create shared writing products -Gather relevant information from multiple sources	Suggested activities: Structured academic controversy, mock trial, simulation, Ted talks  <a href="http://ed.ted.com/lessons/history-vs-andrew-jackson-james-foster#watch">http://ed.ted.com/lessons/history-vs-andrew-jackson-james-foster#watch</a>	
<b>Westward Expansion</b> <ul style="list-style-type: none"> <li>• Manifest Destiny</li> <li>• Texas War for Independence</li> <li>• Mexican American War</li> </ul>	8.8	Up to 3 Weeks	1. <i>What were the benefits and consequences of the US expanding West?</i>  2. <i>Was the US justified in expanding in the 1800's?</i>	RH1, RH2, RH6, RH9, WH1, WH8, WH9 <b>RH</b> -Citing evidence -Determining the central idea -Comparing the point of views of two or more authors for how they treat similar topics - Analyze the relationship between a primary and secondary source on the same topic.	Did America spread freedom and democracy through its 19th century westward expansion?	Newspaper Editorial Essay (Thesis, claims with supporting evidence, and conclusion)





<ul style="list-style-type: none"> <li>• Dred Scott</li> <li>• Abolitionists</li> <li>• Bleeding Kansas</li> <li>• Lincoln-Douglas Debates</li> <li>• Harper's Ferry</li> <li>• Election of 1860</li> </ul>			<p><i>politics, regional economies, family life, and culture?</i></p>	<p>from multiple sources for a specific task</p> <ul style="list-style-type: none"> <li>-Develop claims and counterclaims</li> </ul>		<p>(Could include students presentation i.e. PowerPoint, poster, or video)</p>
<p><b>Civil War and its Aftermath</b></p> <p><b>Civil War</b></p> <ul style="list-style-type: none"> <li>• Strategies and Battles</li> <li>• Lincoln's Speeches (1st Inaugural Address, Emancipation Proclamation,</li> </ul>	<p>8.9</p> <p>8.10</p> <p>8.11</p>	<p><b>Up to 4 weeks</b></p>	<ol style="list-style-type: none"> <li>1. <i>Is warfare an acceptable means to preserve freedom?</i></li> <li>2. <i>How was the United States transformed during the Civil War?</i></li> <li>3. <i>How was slavery abolished</i></li> </ol>	<p>RH1, RH2, RH4, RH8, RH 10</p> <p>WH1, WH2, WH4, WH 8, WH 10</p> <p><b>RH</b></p> <ul style="list-style-type: none"> <li>-Citing evidence</li> <li>-Determining the central idea</li> <li>-Determine the meaning of words as they are used in the text</li> <li>-Distinguish among fact and opinion</li> <li>-Comprehend history texts in grade level complexity</li> </ul>	<p>Suggested activities: California History Project Blueprint on Civil War</p>	

<p>Gettysburg Address, 2nd Inaugural Address)</p>			<p>during the Civil War?</p> <p>4. <i>What events and factors contributed to the outcome of the Civil War?</i></p>	<p><b>WH</b></p> <ul style="list-style-type: none"> <li>-Draw evidence from source to support claim</li> <li>-Develop writing by planning, revising, editing, rewriting, or trying a new approach to focus on a specific purpose</li> <li>Produce clear and coherent writing in developed and organized style</li> <li>-Gather information from multiple sources for a specific task</li> <li>-Write over extended time frames and shorter time frames</li> </ul>		
<p><b>Aftermath</b></p> <ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Plans</li> <li>• Freedman's Bureau</li> <li>• 13th, 14th, 15th Amendments</li> <li>• Lincoln's Assassination</li> <li>• Black Codes</li> </ul>			<p>1. <i>Were the actions of the U.S. government during reconstruction complementary to the idea of freedom as envisioned by our founding fathers?</i></p>			

<ul style="list-style-type: none"><li>• Jim Crow Laws</li><li>• KKK</li><li>• Sharecropping</li><li>• Plessy v. Ferguson</li></ul>						
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