BHS 8th Grade

Early American History and Civics

Curriculum Map (Differentiation between Honors and CP needed. Different editions of We the People will be used.)

Content	Knowledge	Skills	Assessments/Resources	Time
Unit 1: The Original Americans WH1.13. Identify the three major pre- Columbian civilizations that existed in Central and South America and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. RH1-3 Key Ideas and Details RH7-8 Integration of knowledge and ideas WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing WHST7, 8, 9 Research to Build and Present Knowledge	 *The three major theories of human settlement of the Americas. *Patterns of immigration have always shaped and continue to shape American history. *The varied landscapes of North America contributed to the diversity of Native American culture. *Early peoples developed patterns of organization and governance to manage their society. *Many modern Native American 	 *Compare & contrast different Native American culture groups. *Mapping locations of various tribes. *Conducting research on tribes. *Take a position on a controversial issue (Indian Gaming) *Summarize history of Native American 	Assessments/Resources *pre-assessment *Quizzes (including map quizzes) *Summarizers *Teacher observations *CEPA: Presentations on Tribes *Debate on Gaming *Opinion on citizenship *Timeline	Time 6 Weeks Sept. 2 –Oct. 9
of Writing WHST7, 8, 9 Research to Build and	manage their society.	*Summarize history of	*Opinion on citizenship	
	*Native Americans and citizenship			

 Unit 2: Exploration WH1.12. Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. 5.1. Explain why trade routes had been closed in the 15th century and trace the voyages of at least four of the explorers. 5.4. Explain why the Native civilizations declined in the 16th century. WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing WHST7, 8, 9 Research to Build and Present Knowledge 	*Social, economic, and scientific improvements helped European nations launch an Age of Exploration. *Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory. *The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. (Columbian Exchange)	*Mapping routes of explorers and areas of conquest *Mapping Columbian Exchange *Mapping Triangular Trade *Analyze historical documents; using text to support thesis	 *pre-assessment *DBQ on Exploration *Mapping *Quizzes *Observations 	3 Weeks Oct. 14-Nov. 7
 Unit 3: Colonies 5.5. Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the southwest, and California. 5.6 Explain the early relationship of the English settlers with Native Americans, including the differing views on ownership or use of land and the conflicts between them (e.g., 	 *Jamestown was the first permanent English settlement. *English Puritans came to North America, beginning in 1620. *The United States continues to use an expanded form of representative government begun by the Puritans. *The Dutch settle New Netherland; 	*Mapping European claims in North America *compare and contrast economic, religious and political reasons for the establishment of colonies *Explain the economic relationship between England and its American	 *pre-assessment *quizzes/tests *DBQ: Jamestown-Why did so many colonists die? *DBQ: What caused the Salem Witch Trial Hysteria of 1692? 	6 Weeks Nov. 7-Dec. 23

Pequot and King Philip's War).	English Quakers led by William Penn	colonies	*CEPA: Brochure on
	settle Pennsylvania.		Colony
5.7. Identify some of the major leaders	*The principles of tolerance and	*Mapping of 13 English	
and groups responsible for the	equality promoted in the Quaker	colonies	
founding of the original colonies in	settlement remain fundamental		
North America (Lord Baltimore in	values in America.	*Summarize how	
Maryland, William Penn in		salutary neglect after	
Pennsylvania, John Smith in Virginia,	*By the mid-1700s, there are 13	1688 planted the seeds	
Roger Williams in Rhode Island, John	English colonies in North America.	of self-government	
Winthrop in Massachusetts).		_	
	*Differences in climate, physical	*close reading of	
5.10 On a map of North America,	features, access to water, and	Mayflower Compact	
identify the first 13 colonies and	sources of labor contributed to the		
describe how regional differences in	development of different economies	*Explain the	
climate, types of farming, populations	in the New England, Middle, and	consequences of the	
and sources of labor shaped their	Southern Colonies.	Pequot and King Philip's	
economies and societies through the		Wars	
18 th century.	*England and its largely self-		
	governing colonies prospered under	*Describe the slave trade	
5.12. Explain the causes of the	a mutually beneficial trade	and the role of slavery in	
establishment of slavery in North	relationship (Navigation Acts,	the plantation economy	
America. Describe the harsh	Salutary Neglect)		
conditions of the Middle Passage and	Salatal y Hegicoly	*Explain the diverse	
slave life, and the responses of slaves	*Native American resistance led to	society of the North and	
to their condition. Describe the life of	two major wars: Pequot War and	the tensions that led to	
free African Americans in the colonies.	King Philip's War; later Pontiac's War	witchcraft trials in Salem.	
5.14. Explain the development of	king i ninp s war, later i ontide s war		
colonial governments and describe	*In the 1700s changes in thought	*Explain the difference	
how these developments contributed	took hold in the North: The	between indentured	
to the Revolution (legislative bodies,	Enlightenment and The Great	servitude and slavery and	
town meetings, charters on individual	Awakening, causing people to	how that difference	
freedoms and rights).	question traditional authority and	impacted the	
RH1-3 Key Ideas and Details	placed emphasis on the individual	development of the	
RH7-8 Integration of knowledge and		colonies	
ideas			
WHST1, 2 Text Types and Purposes			
WHST4, 6 Production and Distribution			
of Writing			
WHST7, 8, 9 Research to Build and			
Present Knowledge			
Li resent knowledge		l	

Unit 4: Road to Revolution	*British victory over the French in	*Analyze the growing	Pre-assessment	3 Weeks
5.15. Explain the reasons for the	North America enlarged the British	conflict as a result of the		Jan. 2-Jan. 30
French and Indian War, how it led to	empire but led to new conflicts with	Proclamation of 1763,	Summarizers	(midyear exams)
an overhaul of British imperial policy,	the colonists	the Stamp Act, the Sugar		
and the colonial response to these		Act, the Townshend Acts,	Rewrite the first two	
policies. (Sugar Act, Stamp Act,	*The basic ideas of government	the Boston Massacre,	paragraphs of the	
Townsend Duties, Tea Act, Intolerable	contained in the Declaration of	and the Intolerable Acts	Declaration of	
Acts, "no taxation without	Independence		Independence in	
representation", Stamp Act Congress,		*Analyze the argument	contemporary language.	
Sons of Liberty, Boston Tea Party)	*Cause and effect relationship	of Thomas Paine's		
	between political and economic	Common Sense	We the People: Chapter 7	
USI.5 Explain the role of	developments and the Revolution		"What experiences led to	
Massachusetts in the Revolution,		*Explain the colonists'	the American	
including important events that took	*Tensions increased throughout the	responses: Stamp Act	Revolution?"	
place in Massachusetts and important	colonies until the Continental	Congress, Sons of Liberty,		
leaders from Massachusetts: (a) the	Congress declared Independence on	Committees of	We the People: Chapter 8	
Boston Massacre, (b) the Boston Tea	July 4, 1776	Correspondence,	"What basic ideas about	
Party. (c) the Battles of Lexington and		Continental Congresses,	government are in the	
Concord and Bunker Hill, (d) Sam	*Colonial society was divided	Declaration of	Declaration of	
Adams, John Adams, John Hancock.	between the Loyalists and Patriots	Independence	Independence?"	
US1.1. Explain the political and		*Summarize the	Thomas Paine: Common	
economic factors that contributed to		philosophical and	Sense	
the American Revolution. (the impact		political ideas of the		
on the colonies of the French and		Declaration of	Thomas Jefferson: The	
Indian War, including how the war led		Independence	Declaration of	
to the overhaul of British imperial			Independence	
policy from 1763 to 1775; and how		*Contrast the attitudes		
freedom from European feudalism		of the Loyalists and	Unit assessment	
and aristocracy and the widespread		Patriots; identify the		
ownership of property fostered		general demographics of		
individualism and contributed to the		each group		
Revolution.				
USI.2. Explain the historical and				
intellectual influences on the				
American Revolution and the				
formation and framework of the				
American Government (the legacy of				
ancient Greece and Rome; the political				

theories of such European philosophers as Locke and Montesquieu) USI.4 Analyze how Americans resisted British policies before 1775. Unit 5: Revolution	*Saratoga was a turning point in the	*Compare and contrast	Pre-assessment	2 Weeks
USI.4 Analyze the reasons for the American victory and the British defeat during the Revolutionary War. RH1-3 Key Ideas and Details RH7-8 Integration of knowledge and ideas WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing	 war; the assistance of France was decisive. *Strategic victories in the South and at Yorktown enabled the Americans to defeat the British *The Treaty of Paris ended the war. *Women contributed to the Revolution's outcome. 	advantages and disadvantages of each side going into the war. *Trace progress of war through the turning point at Saratoga to the winter at Valley Forge *Analyze the terms of the Treaty of Paris	Summarizers *We the People: Chapter 9, "What happened during the American Revolution? How did the government function?" *DBQ: Valley Forge: Would you have quit? Unit assessment	
Unit 6A: The Constitution: Creation of Government USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national	*Leaders set up a convention to settle issues but ended up creating a new governmental structure. *Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's problems.	*Analyze the weaknesses of the Articles of Confederation *Summarize the key conflicts at the Constitutional Convention and explain	* <i>We the People:</i> Chapter 10, How did the states govern themselves after the Revolution? * <i>We the People:</i> Chapter 11, "How did the Articles of Confederation organize	8 Weeks March 9-

Bortomike functionAtt the Philadelphia Convention in 1787, delegates created a new constitution functionAtt the Philadelphia Convention in 1787, delegates created a new compromises (The Great Compromises (The Great Compromises, The Johns debates that occurred at the Convention and the "Great Compromises of the Silves of individuals, (c) the rights of stared, (b) the distribution dividuals, (c) the rights of states, (d) savery, Founders, (a) Benjamin The Constitution at the federalists and explain the key ideas construction of the Constitution system of government, the distribution federalists and explain the key ideas constitution the federalists and palanees, and the importance of an independent judiciary*Att the Philadelphia Convention in 1787, delegates created a new compromise, The Johns addet on the Constitution the federalist and palanees, shared powers, checks and balances, and individual rights.Whe file of the first stared powers, checks and balances, and individual rights.We the People, Unit 3: Work and the We the People, Unit 4: We the Sell of Rights was added to the Constitution constitutionUSI-8 Describe the debate over the ratification of the Constitution between Federalists and Anti- federalists and explain the key ideas contained in the Federalist (as constitution) subgest to the federalist and explain the key ideas constitutionWe the People, Unit 4: We the Sell of Rights was added to the ConstitutionUSI-8 Describe the debate over the ratification of the Constitution between Federalists and Anti- federalists and explain the key ideas constitution"Identify the powers of the legislature; explain the president; describe how the states are interdependent and subject to the federal go	government under the Articles; and		how they were resolved.	the first national
Shays' Rebellion) leading to the Constitutional Convention.1787, delegates created a new constitution through a series of compromise; The 3/5ths Compromise; The 3/5ths Compromise; Constitution"Describe the found" government established by the Constitution"The Northwest Ordinance, 1787USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Compromise; (The Great Constitution the federalist promised individuals, (c) the rights of individuals, (c) the rights of individuals, (c) the rights of and slavery."The Constitution wer ratification of the Constitution the federalist promised to dad b all of rights in order to get system of government characterized by representative institutions, efferalism, (b) Alexander Hamilton, (c) ames Madison, (d) George"The Constitution wer the People, Unit 3: Wer the People, Unit 4: How was the Constitution added to the system of government characterized by representative institutions, shared powers, checks and balances, and individual rights."Constitution "Constitution "Staplain the purpose for the legislature; explain the powers and duties of the president, describe how the states are interdependent and subject to the federal government; identify basic freedoms guaranteed by the first ten amendmentsUnit assessmentUSI.9 Explain the reasons for the influence of the British concept of limited"Explain how the system"Explain how the systemUSI.9 Explain the reasons for the influence of the British concept of limitedStapla the reasons for the socret concept of limited"Explain how the systemUSI.9 Explain the reasons for the influence of t	•	*At the Philadelphia Convention in	now they were resolved.	
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		president. *Explain the federal system of government within the Constitution *Explain the purpose of the BIII of Rights and why it was included as the first 10 Amendments *Explain the concept of judicial review; Read and analyze Marbury v. Madison		
 Unit 6B: The Constitution: Application USI.19 Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. USI.20 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives 	 *Individual liberty often conflicts with the general welfare. *The Fourth Amendment protects the right to privacy and specifically deals with rights around unreasonable searches and seizures. *The Amendments to the Constitution are the foundation for student rights. 	*Connect the history of the Constitution with present day applications *Analyze the tension between individual liberties and securing the general welfare. *Analyze the Patriot Act and explain the positives and negatives of 10 sections	*We the People, Unit 5: How does the Constitution protect our basic rights? *We the People, Chapter 29, "What are the rights and responsibilities of citizenship?" *We the People, Chapter 30, "How might citizens participate in civic affairs?"	7 Weeks

and the public.			
	*Develop well-reasoned	DESE Model Unit:	
	argument: Do you think	Constitutional Rights	
	it is worth sacrificing		
	your civil liberties in	CEPA: Present your	
	order to prevent	opinion on the Patriot Act	
	terrorism? How much	to a Senate Committee	
	personal freedom are	Meeting	
	you willing to give up?		
		DESE Model Unit:	
	*Analyze the Fourth	The Words We Live By:	
	Amendment; understand	The Fourth Amendment	
	how the wording can be		
	interpreted differently by	CEPA: Present an oral	
	different people	argument to the Supreme	
		Court regarding an issue	
		related to the 4th	
		Amendment.	