**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: The Jefferson’s Presidency and the War of 1812 | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * XYZ Affair * Marbury vs. Madison * Judicial Review * Impressment * Embargo Act of 1807 * Tecumseh * War Hawks * War of 1812 * Battle of Lake Erie * Battle of Thames * Burning of Washington * Treaty of Ghent * Battle of New Orleans * Lewis and Clark Expedition | **Main Ideas:**   1. Students will be able explicate how Thomas Jefferson’s Presidency shaped and impacted the US. 2. Students will be able to identify the main results of the War of 1812 and how it shaped the growth of American society.   **Power standards:**   * Students will understand the key philosophies of the Federalist and Antifederalist. * Students will be able to explain the Outcome of the Presidential Election of 1800. * Students will be able to explain how John Adams limit the success of Jefferson's presidency before Jefferson even took Office. * Students will be able to elucidate the outcome of Marbury vs. Madison and what did it establish. * Students will be able to explain why purchasing the Louisiana territory was in direct violation of Jefferson's principles. * Students will be able to explain why it important for the Lewis and Clark Expedition to have Sacagawea’s help. * Students will be able to explain what the goals and accomplishments of the Lewis and Clark Expedition. * Students will be able to explain the results of the Embargo Act of 1807 and why was it unpopular. * Students will be able to identify and explain some of the causes for the War of 1812. * Students will be able to explain the results of the Battle of Thames (immediate and long term). * Students will be able to explain why the Battle of New Orleans an important American victory.   • Students will be able to explain some of the effects of the War of 1812 and how it impacted the growth of America. |
|  |  |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: Jackson’s Presidency | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Andrew Jackson’s Presidency * Elections of 1824 and 1828 * Trail of Tears * National Bank * States Rights | **Main Outcomes:**   1. Learners will be able to identify and explain the 3 main issues that Jackson faced during his presidency and how his decisions impacted our country. (States’ Rights, Native American Rights, War on the National Bank) 2. Learners will be able to judge if Andrew Jackson was a good President or bad President. Students will be able to support their opinion with detailed facts and information.   **Power Standards:**   * Students will be able to identify the 4 candidates that ran for president in the Election of 1824 and explain the impact of the election on the country as well as the election of 1828. * Students will be able to identify and explain key characteristics of Andrew Jackson that impacted his Presidency. * Students will be able to identify the 5 Civilized Tribes be able to explain some of the ways the Cherokee Indians tried to assimilate into white society. * Students will explain how the Supreme Court ruled on the Indian Removal Act and evaluate Jackson’s decision not to uphold the Supreme Court’s ruling. * Students will be able to identify the 3 main regions of the United States and explain the 3 main issues in this time period that caused sectional disputes. * Students will be able to explain what the Tariff of Abomination was and how Jackson responded to South Carolina threat to secede. * Students will be able to explain the 3 main reasons Jackson opposed the National Bank and how he destroyed the National Bank. * Students will be able to identify the caused the Panic of 1837 and its impact on American society? |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: Rising Tensions leading up to the Civil War | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Slavery * Compromise of 1850 * Fugitive Slave Act * Uncle Tom’s Cabin * Kansas-Nebraska Act * Dred Scott Case * Lincoln Douglas debate * John Brown and Harpers Fiery * Election of 1860 | **Main Outcomes:**   1. Students will be able to explain the various social and political events that caused sectional tensions in the U.S. 2. Students will be able to explicate how slavery impacted those sectional tensions and untimely helped lead to the Civil War.   **Power Standards:**   * What were the two different paths the North and South took economically leading up until the Civil War? * What was the Compromise of 1850 and how did it impact the sectional tensions in the country? * What was the Fugitive Slave act, why was it created, and what was the reaction by Northerners? * Who wrote Uncle Tom’s Cabin and how did that book impact American’s view of slavery? * Explain the Kansas-Nebraska Act and how it caused tension in the country (elaborate on the term Bleeding Kansas). * What political party split and created the Republican Party? Why did it split? * Who was Dred Scott? What were the events that caused and resulted from the Dred Scott case? * How did the Lincoln Douglas debates help propel Lincolns career? * Who was John Brown and what events took placed at Harpers Fiery? How did those events impact sectional tensions. * Who were the 4 political candidates who ran for president in 1860 and what was there political parties/platform they were associated with? * What was the result of the election of 1860 and why was the South upset about the result? * What two ways did the North and Lincoln attempt to avoid the Civil War after South Carolina seceded? |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: Early Civil War Civil War 1860-1862 | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Abraham Lincoln * Battle of Bull Run * Battle of Shiloh * Battle of Antietam * Civil War technology * Battlefield medicine | **Main Outcomes:**   1. Students will be able to describe how events early in the Civil War shaped and impacted the Union strategy in the war and how it shaped Lincoln’s political decisions. 2. Students will be able to argue why the Civil War is considered a modern war and how battlefield technology and medicine impacted the war.   **Power Standards:**   * Students will be able to describe the events at Fort Sumter and the results of the confederate attack there. * Students will be able to describe the importance of the Border States and what actions Lincoln took to ensure their stability in the union. * Students will be able to identify and explain the strengths and weakness the North and South had in the Civil War. * Students will be able to describe the strategies both the North and the South had in the war. * Students will understand the outcome and impact of the first Battle of Bull Run. * Students will be able to infer about the conditions Civil War soldiers had to endure. * Students will identify and understand the impact of new advancements in military technology in the Civil war. * Students will be able to recognize the significance of Ulysses S. Grant’s as a general while explaining the outcome of his victory at Shiloh and its impact. * Students will be able to explain the importance of the port of New Orleans in context to Union and Confederate war strategies. * Students will evaluate the Battle of Antietam along with it outcome and impact on the war and Lincoln’s political strategies. |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: End of the Civil War Civil War 1863-1865 | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Abraham Lincoln * Battle of Gettysburg * Siege of Vicksburg * Thirteenth Amendment * John Wilkes Booth * Emancipation Proclamation * 54th Massachusetts | **Main Outcomes:**   1. Students will be able to explain how the emancipation Proclamation impacted the War and how lead to the creation of the 13th Amendment. 2. Students will be able to describe how certain battle and events of the war impacted the outcome of the war and helped shape our country.   **Power Standards:**   * Students will be able to explain the Emancipation Proclamation and be able to infer the reasoning behind Lincoln deciding to pass the proclamation. * Students will be able to recognize the significant contributions of African American troops in the Union army. * Students will be able to identify the economic impact of the Civil War on American society and be able to explain how the Union and the Confederacy implemented policies to counter act the effects. * Students will deduce the importance and impact women had in the Civil War. * Students will analyze and explain the Battle of Gettysburg including its impact on the war. * Students will be able to describe the importance of the Siege of Vicksburg including its impact on the Confederate and union war effort. * Students will be able to explain the significance of Sherman’s March to the Sea as well as its impact on the war and the presidential election. * Students will be able to explain the 13th Amendment and why it was necessary in order to abolish slavery. * Students will be able to explain the circumstances leading up to Lincoln’s assassinate * Students will analyze the impact of Lincoln’s assassinate on American society and Civil War Reconstruction. |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: American Reconstruction | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Reconstruction * Black Codes * 14th Amendment * Freedmen’s Schools * Sharecropping * Ku Klux Klan * Plessey vs. Ferguson * 15th Amendment * Panic of 1873 * Compromise of 1877 * Carpetbagger * Freedmen’s Bureau * U.S. vs. Reese * U.S. vs. Cruikshank * Convict Lease System | **Main Ideas:**   1. Students will be able to explicate the main events of Reconstruction and how Reconstruction impacted the development of America from 1865 until today. 2. Students will be able to explain if they believe Reconstruction was a success or failure, then plan written explanation.   **Power standards:**   * Students will be able to elucidate the key civil rights amendments and laws that were implemented during Reconstruction. * Students will be able to explain the impact President Andrew Johnson had on reconstruction. * Students will be able to identify the underling tensions and resistance that hindered civil rights and reconstruction. * Students will be able to explicate the main systems used in the South to exploit African American labor and suppress civil rights. * Students will be able to formulate how the Ku Klux Klan shaped and impacted the development of civil rights. * Students will be able to explain the results of the election of 1868 and the impact Ulysses S. Grant’s presidency had on reconstruction. * Students will be able to identify the Supreme Court rulings and events that limited the effectiveness of reconstruction. * Students will be able to recognize the long term success and failures of Reconstruction. |
|  |  |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: America after Reconstruction: Rise of a World Power and WWI | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Progressivism * 19th Amendment * Imperialism * Yellow Journalism * Spanish American War * WWI * Trench warfare * Zimmermann Telegram * Fourteen Points * Treaty of Versailles * Red Scare | **Main Outcomes:**   1. Students will be able to explain how Women’s Civil Rights compared to African American Civil Rights.    1. Students compare and contrast the Discourse on Women to the Declaration of Independence. 2. Students will be able to identify the main causes and outcomes of Imperialism on American global power. 3. Students will be able to identify the outcomes of World War I and how those events shaped American History.   **Power Standards:**   * Students will understand how women’s roles expanded near the turn of the century. * Students will be able to explain how World War I influenced the passage if the 19th Amendment. * Students will be able to explain how the Women’s suffrage movement was similar and different from the African Americans’ struggle for civil rights. * Students will be able to explain what Imperialism is and helped motivate America to expand? * Students will be able to explain the main events of the Spanish American War and elucidate how that war ties into American Imperialism. * Students will be able to explain the events that caused World War I. * Students will be able to clarify the importance of America’s entrance to the war. * Students will be able to identify and explain how the war opened up new job opportunities for women as well as minorities. * Students will be able to identify the immediate and long term effects of World War I in world politics, economics, and it’s implication in World War II. |

**Class Title: U.S. History  
Grade Level: 8th**

|  |  |
| --- | --- |
| Nine Weeks: 1st  Unit: The Great Depression and World War II | |
| Concepts/Content | Desired Outcomes |
| Concepts/Content |  |
| * Progressivism * 19th Amendment * Imperialism * Yellow Journalism * Spanish American War * WWI * Trench warfare * Zimmermann Telegram * Fourteen Points * Treaty of Versailles * Red Scare | Main Ideas:   1. Students will be able to explain how and why the US was able to transition out of the Great Depression and into World War II. 2. Students will form and support an argument about whether or not the US was justified in using the Atomic bomb. 3. Students will compare and contrast the American system of segregation and Japanese internment to the Jewish Holocaust.    1. Students will be able to identify why it is important to study the Holocaust.   Power standards:   * Students will be able to explain why Hoover became unpopular as President following Market crash. * Students will be able to explicate the 3 main goals of Roosevelt’s New Deal. * Students will be able to explain the main event and policies of the Great Depression. * Students will be able to categorize who the main Allied and Axis countries were. * Students will be able to explain the main events that lead the US to enter into World War II. * Students will be able to elucidate how the US was able to mobilize and transform its economy for the war * Students will be able to explain the main battles and events of World War II. * Students will be able to identify the main political leader and how they shaped the outcome of World War II. * Students will be able to recognize how and why the US used the strategy if Island hopping in World War II. * Students will be able to explain why and how the US detained Japanese American’s in internment camps during World War II. * Students will summarizes the main outcomes of World War II and how those outcomes impacted our modern world. |