

## Grade 8 American History Year at a Glance 2017-2018

Pre-requisites: None

Grade 8 American History	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Colonial America	12 days (4 period)  24 days (7 period)	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Interaction</li> <li>• Social</li> <li>• Making Historical Connections (D2.His.1)</li> <li>• Analyzing Historical Sources (D2.His.13)</li> <li>• Creating/Supporting Historical Explanations (D4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• What physical and human characteristics facilitated the development of the distinct colonial regions?</li> <li>• How did economic interdependence and political relationships shape colonial economies and identities?</li> </ul>	How did European exploration lead to distinct colonial identities in North America?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
Unit 2: Revolution	15 days (4 period)  30 days (7 period)	<ul style="list-style-type: none"> <li>• Political</li> <li>• Economic</li> <li>• Analyze Multiple Perspectives (D2.His.4)</li> <li>• Analyze Historical Sources (D2.His.13)</li> <li>• Creating/Supporting Historical Arguments (D4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• How did British colonial policies and colonial reactions contribute to the revolution?</li> <li>• How does the Declaration of Independence define the relationship between a government and its people?</li> <li>• How did key events influence the course of the Revolutionary War?</li> </ul>	How did the British Parliamentary actions and colonial reactions lead to the establishment of an independent United States?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
Unit 3: Early Nation	16 days (4 period)  32 days (7 period)	<ul style="list-style-type: none"> <li>• Political</li> <li>• Economic</li> <li>• Analyze Multiple Perspectives (D2.His.4)</li> <li>• Analyze Historical Sources (D2.His.13)</li> <li>• Creating/Supporting Historical Arguments (D4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• How effective were the Articles of Confederation as the first form of government?</li> <li>• How did the Constitution define the relationship between the government and its citizens?</li> <li>• How effective were early administrations in resolving domestic issues?</li> <li>• How did the foreign policy of the early administrations impact the nation?</li> </ul>	How did the opportunities and challenges faced by Americans following the Revolution impact the formation of the new government?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>

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Unit 4: Nationalism and Expansion	14 days (4 period)  28 days (7 period)	<ul style="list-style-type: none"> <li>• Social</li> <li>• Interaction</li> <li>• Multiple Perspectives (D2.His.4)</li> <li>• Historical Sources (D2.His.13)</li> <li>• Historical Argument (D4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Louisiana Purchase impact the growth of the nation?</li> <li>• How did the War of 1812 impact the development of the United States as an international power?</li> <li>• How did the Jackson era impact the nation?</li> <li>• How did westward expansion contribute to the development of the nation?</li> </ul>	How did the decisions of the federal government result in the development and expansion of the nation?	County-created unit assessment which includes <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 5: Sectionalism and Slavery	17 days (4 period)  34 days (7 period)	<ul style="list-style-type: none"> <li>• Social</li> <li>• Political</li> <li>• Interaction</li> <li>• Cultural</li> <li>• Economic</li> <li>• Historical Connections (D2.His.1)</li> <li>• Historical Sources (D2.His.13)</li> <li>• Historical Explanation (D4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• How did economic changes in Northern industry reshape American society?</li> <li>• How did the institution of slavery impact society?</li> <li>• How did the development of regional tensions lead to Southern secession and the Civil War?</li> </ul>	How did differences in social, economic, and political conditions contribute to regional diversity?	County-created unit assessment which includes <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 6: Civil War and Reconstruction	15 days (4 period)  28 days (7 period)	<ul style="list-style-type: none"> <li>• Social</li> <li>• Cultural</li> <li>• Economic</li> <li>• Historical Connections (D2.His.1)</li> <li>• Historical Sources (D2.His.13)</li> <li>• Historical Explanation (D4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• To what degree did the strengths and weaknesses of the North and South affect the course of the war?</li> <li>• To what degree did wartime conditions affect the course of the war?</li> <li>• How did war impact society?</li> <li>• What was the result of the Civil War?</li> <li>• How effective were efforts to reunite the nation following the Civil War?</li> </ul>	How did the events of the Civil War transform the United States?	County-created unit assessment which includes <ul style="list-style-type: none"> <li>• SR questions – including stimulus-based questions.</li> <li>• Short answer/essay questions</li> </ul> Additional teacher-created writing assignment, project, performance task, or other major assignment.

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Unit 7: Financial Literacy	5 days (4 period)  10 days (7 period)	Maryland Financial Literacy Standards <ul style="list-style-type: none"> <li>• 1.8.D-E</li> <li>• 3.8.A-C</li> <li>• 4.8.B, D</li> <li>• 5.8.A-E</li> <li>• 6.8.A, C-D</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate investment options</li> <li>• Explain the factors that affect how money grows</li> <li>• Assess tolerance for risk in an investment plan</li> <li>• Analyze the impact of government and business practices on consumer financial decisions</li> <li>• Assess how factors such as cost, quality, and public perception impact consumer decisions.</li> <li>• Determine the impact of the global economy on personal financial planning</li> </ul>	How can individuals make effective personal financial decisions?	End of unit evaluation

Historical Thinking Skills	Description
<i>Making Historical Connections (D2.His.1)</i>	Analyze connections among events and developments in broader historical contexts.
<i>Analyzing Historical Sources and Evidence (D2.His.13)</i>	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.
<i>Analyze Historical Perspectives (D2.His.4)</i>	Analyze multiple factors that influenced the perspectives of people during different historical eras.
<i>Analyzing Historical Causation (D2.His.14)</i>	Explain multiple causes and effects of events and developments in the past.
<i>Creating/Supporting Arguments (D4.1)</i>	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
<i>Creating/Supporting Explanations (D4.1)</i>	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Thematic Content Standards	Description
<i>Social</i>	Examine the roles of individuals with societies based on characteristics such as social class, gender, and ethnicity.
<i>Political</i>	Analyze the development and role of government in shaping the development of early societies and civilizations.
<i>Interaction</i>	Explain how physical and human characteristics interact to influence the development of societies and civilizations.
<i>Cultural</i>	Determine how and why cultures developed both unique and shared characteristics, including art, religion, customs, government, and social structures.
<i>Economic</i>	Examine the ways in which societies and civilizations used available resources to meet their needs, both internally and through trade.