

Grade Level: 8	Course Title: US History	Name of Unit: Foundations of America	
	Content Competencies		
Course Standards: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-socialstudies-framework.pdf ● SS:HI:1: ● SS:HI:2 ● SS:HI:3 ● SS:HI:4: ● SS:HI:5	Communication - The student can communicate ideas effectively with others.		
	Research-The student can research, interpret and apply relevant information.		
	Content Writing - The Student can express their thoughts through written words.		
	Conceptual Understanding- The student can analyze and evaluate the causes and effects that have shaped our world.		
	Citizenship - The student can apply social studies skills in real world situations.		
	Transfer		
	[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] ● Analyze documents and data to establish generalizations, make predictions, or draw conclusions. ● Evaluation and determine relevance of historical events (e.g. ideas, documents, tactical errors) and apply to a given situation, problem, or challenge. ● Apply research skills to explore and evaluate the important people and events that led to the development of Colonial America.		
	Meaning		
Possible Resources: ● Deverell, William, and Deborah G. White. <i>United States History: Beginnings to 1877</i> 2012. Houghton Mifflin, 2010.	UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i>	ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>]	

	- Societies around the world influence one another and change as a result - Advancements in technology change cultures over time - The motivating factors that led to the increased exploration of the New World	- How did American, African, and European cultures differ from one another before 1500? - How did Europeans change life in the Americas? - In what ways are different European groups more responsible for the discovery of America than others?
	Acquisition of Knowledge	Acquisition of Skills
	[What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> CHAPTER 1: THE WORLD BEFORE THE OPENING OF THE ATLANTIC - Native American societies developed across Mesoamerica and South America - Bering Land Bridge, Paleo-Indians, migration, hunter-gatherers, environments, culture - Many diverse Native American cultures developed across the different geographic regions of North America - Pueblos, kivas, totems, matrilineal, Iroquois League - Using trade to gain wealth, Ghana, Mali, and Songhai were West Africa's most powerful kingdoms - Berbers, Mansa Musa, hajj, mosques, Askia the Great - New ideas and trade changed Europeans' lives - Aristotle, Socrates, Plato, reason, democracy, the Black Death, Feudalism, Renaissance,	[What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> - Identifying forces that have shaped American policies/ideals - Reading S.S. texts and identifying key information - Summarizing and paraphrasing information - Note taking with and without graphic organizers - Researching topics through online databases

	Michaelangelo, Johannes Gutenberg, joint-stock companies CHAPTER 2: NEW EMPIRES IN THE AMERICAS 1. Europeans explored the world, searching for new lands and new trade routes 2. Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas 3. Spain established a large empire in the Americas 4. Europeans forced millions of African slaves to work in their colonies	
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