

# Eighth Grade

## English Language Arts and History

### Resources:

- ❖ Core Knowledge Sequence
- ❖ *The Roots of American Order* - Russell Kirk
- ❖ *The Story of US*, Books 2-7, by Joy Hakim
- ❖ Genesis (selections)
- ❖ *Pilgrim's Progress*, by John Bunyan (selections)
- ❖ *The Mayflower Compact*
- ❖ City on a Hill speech, by John Winthrop,
- ❖ *On Liberty*, by John Winthrop
- ❖ *On the Bloody Tenent of Persecution*, by Roger Williams (selections)
- ❖ Letter to the Town of Providence, by Roger Williams (selections)
- ❖ *The Declaration of Independence*
- ❖ *The Early History of Rome*, by Livy (selections)
- ❖ The Farewell Address, by George Washington
- ❖ *On Duties* and *On Laws*, by Cicero (selections)
- ❖ *Second Treatise of Civil Government*, by John Locke (selections)
- ❖ *The Federalist Papers* Nos. 10, 47, 48, and 51
- ❖ The Constitution and the Bill of Rights
- ❖ Montesquieu, *The Spirit of the Laws* (selections)
- ❖ Polybius, *The Rise of the Roman Empire* (selections)
- ❖ *The Poet and Nature*, by Ralph Waldo Emerson (selections)
- ❖ *Song of the Open Road* and *O Me! O Life!*, by Walt Whitman
- ❖ *The Raven*, *Annabel Lee*, and *Dream Within a Dream*, by Edgar A. Poe
- ❖ *The Narrative of the Life of Frederick Douglass*, by Frederick Douglass
- ❖ *Dred Scott v. Sandford* (selections)
- ❖ On the Constitution and Union, by William Lloyd Garrison
- ❖ The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?, by Frederick Douglass (selections)
- ❖ A House Divided, by Abraham Lincoln (selections)
- ❖ The Lincoln-Douglas Debates (selections)
- ❖ Address at Cooper Union Institute, by Abraham Lincoln (selections)
- ❖ Jefferson Davis' First Inaugural Address (selections)
- ❖ The Cornerstone Speech, by Alexander Stephens (selections)
- ❖ *Killer Angels*, Michael Shaara

- ❖ Gettysburg Address, by Abraham Lincoln
- ❖ Abraham Lincoln's Second Inaugural Address
- ❖ *O Captain! My Captain!*, by Walt Whitman
- ❖ The 13th, 14th and 15th Amendments
- ❖ What Shall Be Done with the Slave If Emancipated?, by Frederick Douglass (selections)
- ❖ *Plessy v. Ferguson*
- ❖ *To Kill a Mockingbird*, by Harper Lee

## I. Writing, Grammar, and Usage

Teachers: Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

### A. Writing and Research

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##### Argumentative Writing

- Write arguments to support claims with clear reasons and relevant evidence,
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

##### Expository Writing: Compare and Contrast

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Narrative Writing: Short Story**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

### **Response to Expository Text**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### **Research Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of

others while avoiding plagiarism and following the APA standard for citation.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Narrative Nonfiction**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### **B. Speaking and Listening**

- Participate civilly and productively in group discussions and seminar.
- Provide evidence supported comments in a discussion or debate.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview or oral final.

### **C. Grammar and Usage**

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

#### **Punctuation**

- Review punctuation based on sentence structure, including
  - semi-colons
  - Commas with phrases and clauses
- Review other punctuation, including
  - punctuation of quotations, dialogue
  - use of parentheses
  - hyphens
  - dashes
  - colons
  - italics
  - apostrophes

#### **Misplaced Modifiers**

- Phrases and clauses go as near as possible to the word(s) they modify.
  - Dangling modifiers
  - Two-way modifiers

### **Parallelism**

- Parallelism is expressing ideas of equal importance using the same grammatical constructions
- Kinds of parallelism
  - coordinate (using coordinating conjunctions *and, but, or, nor, yet*)
  - compared/contrasted
  - correlative (both...and, either...or, neither...nor, not only...but also)
- Correcting faulty parallelism
  - repeating words(articles, prepositions, pronouns) to maintain parallelism
  - completing parallel construction
  - revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)

### **Sentence variety**

- Review sentences classified by structure: simple, compound, complex, compound-complex
- Varying sentence length and structure to avoid monotony
- Varying sentence openings

### **D. Spelling**

- Continue work with spelling, with special attention to commonly misspelled words, including:

absence	counterfeit	guarantee	permanence
accommodate	courageous	hygiene	physician
analysis	curiosity	independence	prairie
attendance	defendant	laboratory	sergeant
believe	dessert	library	souvenir
bureau	desperate	lightning	straight
capitol	dissatisfied	maintenance	technique
colonel	extraordinary	mileage	temporary
committee	fascinating	necessary	vacuum
correspondence	foreign	occurrence	whether

**E. Vocabulary**

Teachers: Students should know the meaning of these Latin and Greek words and be able to give examples of English words that are based on them.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
aequs [L]	equal	equal, equation
ago, acta [L]	do, things done	agent, enact, transact
anthropos [G]	man, human being	anthropology, misanthrope
ars [L]	art	artist, artifact
brevis [L]	short	brevity, abbreviate
canto [L]	sing	chant, cantor
caput [L]	head	captain, decapitate
clino [L]	to lean, bend	incline, decline
cognito [L]	know	cognizant, recognize
copia [L]	plenty	copy, copious
credo [L]	believe	credible, incredulous
culpa [L]	blame	culpable, culprit
dominus [L]	a lord, master	dominate, dominion
duco [L]	lead	abduct, introduce
fido [L]	to trust, believe	confide, infidel
fundo, fustum [L]	pour, thing poured	effusive, transfusion
genus [L]	kind, origin	generic, congenital
holos [G]	whole	holistic, catholic
jungo [L]	join	junction, conjugal
lego, lectum [L]	read, thing read	intellect, legible
locus [L]	a place	local, dislocate

loquor [L]	speak	eloquent, loquacious
medius [L]	middle	mediate, mediocrity
missio [L]	a sending	emissary, mission
morior [L]	die	mortal
nego [L]	deny	negate
nihil [L]	nothing	nihilism, annihilate
occido [L]	kill	homicide, suicide
pathos [G]	suffering, feeling	sympathy, apathy
pendo [L]	weigh, hang	depend, pendant
per [L]	through	perceive, persist, persevere
phobos [G]	fear	phobia, claustrophobia
plenus [L]	full	plenty, plenary
positum [L]	placed	position, opposite
porto [L]	carry	transport, export
possum [L]	be able	possible, potent
pugno [L]	to fight	impugn, pugnacious
punctum [L]	point	punctual, punctuation
rego [L]	to rule	regular, regency
sanguis [L]	blood	sanguine
satis [L]	enough	satisfy
scio [L]	know	science, conscious
solus [L]	alone	solo, desolate
sonus [L]	a sound	unison, consonant
sophos [G]	wise	philosophy, sophomore
spiritus [L]	breath	inspire, spirit

totus [L]	whole	totalitarianism
tractum [L]	drawn, pulled	distract, tractor
usus [L]	use	abuse, utensil
vacuus [L]	empty	evacuate, vacuum
verbum [L]	word	verbal
verto [L]	turn	avert, convert, anniversary
via [L]	way, road	deviate, viaduct

## II. Poetry

### A. Poems

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

Buffalo Bill's (e.e. cummings)

Chicago (Carl Sandburg)

Do Not Go Gentle into That Good Night (Dylan Thomas)

How do I love thee? (Elizabeth Barrett Browning)

How They Brought the Good News From Ghent to Aix (Robert Browning)

I dwell in possibility; Apparently with no surprise (Emily Dickinson)

The Lake Isle of Innisfree (William B. Yeats)

Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth)

Mending Wall; The Gift Outright (Robert Frost)

Mr. Flood's Party (Edward Arlington Robinson)

Polonius's speech from Hamlet, "Neither a borrower nor a lender be . . ." (William Shakespeare)

Sonnet 18, "Shall I compare thee. . ." (William Shakespeare)

Spring and Fall (Gerald Manley Hopkins)

A Supermarket in California (Allen Ginsberg)

Theme for English B (Langston Hughes)

We Real Cool (Gwendolyn Brooks)



## B. Terms

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
- Review:
  - forms: ballad, sonnet, lyric, narrative, limerick, haiku
  - stanzas and refrains
  - types of rhyme: end, internal, slant, eye
  - metaphor and simile
    - extended and mixed metaphors
  - imagery, symbol, personification
  - allusion

## C. Memory Work

Teachers: Memory Work should be memorized and recited in front of the class. These pieces constitute a small portion of work that could be memorized. You are encouraged to expose students to additional Memory Work.

- See, Say, Do, Repeat for the Philadelphia Series (available [here](#))
- The American Spirit Chant
- *The Raven*, by Edgar Allan Poe (selection) (available [here](#)) [0. Philadelphia Series SSDR 2020-21](#)
- The Declaration of Independence (selection) (available [here](#))
- *Song of the Open Road*, by Walt Whitman (selection) (available [here](#))
- The Gettysburg Address (available [here](#))
- Lincoln's Second Inaugural Address (selection) (available [here](#))
- *O Captain! My Captain!*, by Walt Whitman (available [here](#))

## III. Sayings and Phrases

Teachers: Students should learn the meaning of the following French words and phrases that are commonly used in English speech and writing.

au revoir - goodbye, until we see each other again

avant-garde - a group developing new or experimental concepts, a vanguard

bête noire - a person or thing especially dreaded and avoided [literally, "black beast"]

c'est la vie - that's life, that's how things happen

carte blanche - full discretionary power [literally, "blank page"]

cause célèbre - a very controversial issue that generates fervent public debate [literally, a "celebrated case"]

coup de grâce - a decisive finishing blow

coup d'état - overthrow of a government by a group  
déjà vu - something overly familiar [literally, "already seen"]  
enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, "terrible child"]  
fait accompli - an accomplished fact, presumably irreversible  
faux pas - a social blunder [literally, "false step"]  
Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr.  
merci - thank you  
pièce de résistance - the principal part of the meal, a showpiece item  
raison d'être - reason for being  
savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, "to know (how) to do"]  
tête-à-tête - private conversation between two people [literally, "head to head"]

#### IV. American Spirit

#### V. Great Books: Philadelphia

Teachers: Eighth grade history and literature will focus on the story of America, with particular focus to the development of the American order.

##### A. Philadelphia Series

###### Layer One: Historical Framework

The Philadelphia Series corresponds to the historical events identified in the California History Content Standards for the Eighth Grade (available [here](#)).

###### Layer Two: Key Events and Persons

The following identifies some key events and persons of the history of early America that are essential and should be the focus of the Philadelphia Series. This list is not necessarily comprehensive.

1. The colonization of America by the British, especially the colonization of Massachusetts and Virginia, and the various motivations of those who established those two colonies.
  - a. Anchor Text: Genesis; *The Pilgrim's Progress*, by John Bunyan; *The Mayflower Compact*; City on a Hill, by John Winthrop

- b. Supplemental Texts: *The Story of US*, by Joy Hakim
- 2. The conflict between Roger Williams and John Winthrop regarding religious toleration.
  - a. Anchor Texts: *On Liberty*, by John Winthrop; *On the Bloody Tenent of Persecution*, by Roger Williams; Letter to the Town of Providence, by Roger Williams
  - b. Supplemental Texts: *The Story of US*, by Joy Hakim
- 3. The events leading up to, and including the War for Independence, including the lives of leading men in the Founding Era.
  - a. Anchor Texts: The Declaration of Independence; *The Early History of Rome*, by Livy; The Farewell Address, by George Washington; *On Duties* and *On Laws*, by Cicero; *Second Treatise of Civil Government*, by John Locke
  - b. Supplemental Texts: *The Story of US*, by Joy Hakim
- 4. The formation and ratification of the Constitution, including the Federalist and anti-Federalist debates and the debate over the inclusion of a Bill of Rights.
  - a. Anchor Text: *The Federalist Papers* Nos. 10, 47, 48, and 51; The Constitution and the Bill of Rights; Montesquieu, *The Spirit of the Laws*; Polybius, *The Rise of the Roman Empire*
  - b. Supplemental Text: *The Story of US*, by Joy Hakim
- 5. The history of slavery in America and the political turmoil it caused leading up to the Civil War including the words and actions of key figures, such as Abraham Lincoln, Stephen Douglass, Frederick Douglass, William Lloyd Garrison, and Jefferson Davis.
  - a. Anchor Text: *The Narrative of Frederick Douglass*, by Frederick Douglass; *Dred Scott v. Sandford*; On the Constitution and Union, by William Lloyd Garrison; The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?, by Frederick Douglass; A House Divided, by Abraham Lincoln; The Lincoln-Douglas Debates;

Address at Cooper Union Institute, by Abraham Lincoln; Jefferson Davis' First Inaugural Address; The Cornerstone Speech, by Alexander Stephens

- b. Supplemental Texts: *The Story of US*, by Joy Hakim
6. The Lincoln Presidency and the primary characters and battles of the Civil War.
  - a. Anchor Texts: *The Killer Angels*, by Michael Shaara; The Gettysburg Address, by Abraham Lincoln; Abraham Lincoln's Second Inaugural Address
  - b. Supplemental Text: *The Story of US*, by Joy Hakim; *O Captain! My Captain!*, by Walt Whitman
7. The adoption of the 13th - 15th Amendments, the subsequent interpretation of those Amendments, and the effect of those interpretations on the Post-War South.
  - a. The 13th, 14th and 15th Amendments; What Shall Be Done with the Slave If Emancipated?, by Frederick Douglass; *Plessy v. Ferguson*; *To Kill a Mockingbird*, by Harper Lee
  - b. Supplemental Texts: *The Story of US*, by Joy Hakim
8. How early American literature reflected the influence of the American West and landscape, including the development of American individualism and American democracy.
  - a. Anchor Texts: Selected poems by Walt Whitman and Edgar Allan Poe; *The Poet* and *Nature* by Ralph Waldo Emerson.
  - b. Supplemental Text: None

### **Layer Three: Key Texts, Ideas, and Focus Questions**

Key Texts for the Philadelphia Series:

- *The Story of US*, Books 2-7, by Joy Hakim
- Genesis (selections)
- *Pilgrim's Progress*, by John Bunyan (selections)

- *The Mayflower Compact*
- City on a Hill speech, by John Winthrop,
- *On Liberty*, by John Winthrop
- *On the Bloody Tenent of Persecution*, by Roger Williams (selections)
- Letter to the Town of Providence, by Roger Williams (selections)
- *The Declaration of Independence*
- *The Early History of Rome*, by Livy (selections)
- The Farewell Address, by George Washington
- *On Duties* and *On Laws*, by Cicero (selections)
- *Second Treatise of Civil Government*, by John Locke (selections)
- *The Federalist Papers* Nos. 10, 47, 48, and 51
- The Constitution and the Bill of Rights
- Montesquieu, *The Spirit of the Laws* (selections)
- Polybius, *The Rise of the Roman Empire* (selections)
- *The Poet and Nature*, by Ralph Waldo Emerson (selections)
- *Song of the Open Road* and *O Me! O Life!*, by Walt Whitman
- *The Raven*, *Annabel Lee*, and *Dream Within a Dream*, by Edgar A. Poe
- *The Narrative of the Life of Frederick Douglass*, by Frederick Douglass
- *Dred Scott v. Sandford* (selections)
- On the Constitution and Union, by William Lloyd Garrison
- The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?, by Frederick Douglass (selections)
- A House Divided, by Abraham Lincoln (selections)
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- *Plessy v. Ferguson*
- *To Kill a Mockingbird*, by Harper Lee

Focus Ideas/Questions for the Philadelphia Series:

- What motivated the early colonists? How did these motivations shape the developing character of the colonies?
- What influence did the Judeo-Christian tradition (the tradition of Jerusalem) have on the thinking of the early colonists, and how did this influence their understanding of God, human nature, natural rights and liberties, and the relationship between church and state?
- How did the early colonies balance the demands of political order and personal liberty?
- Consider the character, motivations, and goals of the major leaders during the founding era, including Benjamin Franklin, John Adams, Thomas Jefferson, and George Washington.
- To what extent were they shaped by the ideals of Roman civic virtue, the code of chivalry, and the ideal of the American gentleman?
- What were the causes of the War for Independence and the arguments justifying separation made in the Declaration of Independence?
- To what extent did the Judeo-Christian tradition (the tradition of Jerusalem) influence the founders' thinking about human nature and politics as reflected in the founding documents?
- To what extent did the Greco-Roman tradition (the tradition of Athens and Rome) influence the founders' thinking about human nature and politics as reflected in the founding documents?
- To what extent did the English common law tradition (the tradition of London) and the colonial political experience influence the founders' thinking about human nature and politics as reflected in the founding documents?
- To what extent did the Enlightenment tradition influence the founders' thinking about human nature and politics as reflected in the founding documents?
- What are the basic features of the American political system established by the Constitution, and the fundamental rights protected by the Constitution?
- How were early Americans shaped by the draw of westward expansion? How did this influence American democracy?
- How did the power of the American landscape influence American thinking, including American individualism?

- What were the dehumanizing effects of slavery on the slaveholders and the slaves, and the wounds inflicted by slavery on slaveholding communities?
- What were the events and fundamental disagreements about slavery and federalism leading up to the Civil War?
- Was the South justified in seceding?
- Consider the character, motivations, and goals of the major leaders during the Civil War, including General Robert E. Lee, President Abraham Lincoln, Colonel Joshua Chamberlain, and General James Longstreet.
- To what extent were they shaped by the ideals of Roman civic virtue, the code of chivalry, and the ideal of the American gentleman?
- What were the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution intended to do?
- How were these Amendments interpreted, and how did that interpretation affect the nation?

## History and Geography: Grade 8

Teachers: United States History guidelines for eighth grade cover a large period of history. While all of the standards listed below should be addressed, the standards that align with the Great Books topics listed above should be the focus of a majority of instruction.

### World History and Geography

#### I. Geography of the United States

Teachers: Students should regularly consult maps in reference to the following topics:

- Physical features
  - General forms: Gulf/Atlantic coastal plain, Appalachian highlands and Piedmont,
  - Midwest lowlands, Great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific coast ranges, Arctic coastal plain
  - Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
  - Peaks: McKinley, Rainier, Whitney
  - Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)—Erie, Huron, Michigan, Ontario, Superior
  - Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
  - Niagara Falls, Grand Canyon, Mojave Desert, Death Valley
  - Political, economic, and social features
  - The fifty states and their capitals (review), Washington, D. C., Commonwealth of Puerto Rico, Virgin Islands, Guam
  - Cities: Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa
  - Population
  - Expansion of settlement
  - Population density
  - Regions
    - New England
    - Mid-Atlantic
    - South: “Dixie,” Mason-Dixon Line, Bible Belt
    - Middle West: Rust Belt, Corn Belt



Southwest: Sun Belt

Mountain States

West Coast: San Andreas fault, California aqueduct (water supply) system

Coal, oil, and natural gas deposits

Agricultural crop regions

New York City

Bronx, Brooklyn, Manhattan, Queens, Staten Island Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street  
Central Park, Harlem, Greenwich Village

## **II. United States History**

**A. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

- Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
- Analyze how the American Revolution affected other nations, especially France.
- Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

## **B. Civics: The Constitution - Principles and Structure of American Democracy**

- Overview of the U.S. Constitution
  - James Madison
  - Founders’ view of human nature
  - Concept of popular sovereignty, the Preamble
  - Rule of law
  - Separation of powers
  - Checks and balances
  - Enumeration of powers
  - Separation of church and state
  - Civilian control of the military
- Bill of Rights
  - Amendments protecting individual rights from infringement (1-3)

- Amendments protecting those accused of crimes (5-8), Miranda ruling
- Amendments reserving powers to the people and states (9 and 10)
- Amendment process
- Amendments 13 and 19
- Legislative branch: role and powers of Congress
  - Legislative and representative duties
  - Structure of the Congress, committee system, how a bill is passed
  - Budget authority, “power of the purse”
  - Power to impeach the president or federal judge
- Executive branch: role and powers of the presidency
  - Chief executive, cabinet departments, executive orders
  - Chief diplomat, commander-in-chief of the armed forces
  - Chief legislator, sign laws into effect, recommend laws, veto power
  - Appointment power, cabinet officers, federal judges
- Judiciary: Supreme Court as Constitutional interpreter
  - Loose construction (interpretation) vs. strict construction of U.S. Constitution
  - Concepts of due process of law, equal protection
  - Marbury v. Madison, principle of judicial review of federal law, Chief Justice
  - John Marshall

**C. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

- Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as
  - shared power among institutions
  - divided state-federal power, slavery
  - the rights of individuals and states (later addressed by the addition of the Bill of Rights)
  - status of American Indian nations under the commerce clause.
- Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of the following leaders in the writing and ratification of the Constitution

- Madison
- George Washington
- Roger Sherman
- Gouverneur Morris
- James Wilson.
- Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

**D. Students understand the foundation of the American political system and the ways in which citizens participate in it.**

- Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
- Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
- Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
- Understand the functions and responsibilities of a free press.

**E. Students analyze the aspirations and ideals of the people of the new nation.**

- Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
- Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
- Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
- Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

**F. Students analyze U.S. foreign policy in the early Republic.**

- Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
- Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
- Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

**G. Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

- Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
- List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

- Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
- Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

**H. Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

- Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
- Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
- Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
- Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**I. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

- Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
- Discuss the abolition of slavery in early state constitutions.
- Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

- Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
- Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
- Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**J. Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

- Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
- Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
- Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**K. Students analyze the character and lasting consequences of Reconstruction. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.**

- Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
- Trace the rise of the Ku Klux Klan and describe the Klan's effects.
- Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.