

American History

8th Grade: 1st Semester

Curriculum Map

Missouri Learning Standards

Unit 1: Exploration	Unit 2: Colonization	Unit 3: The Revolution	Unit 4: Creating a Government	Unit 5: National Expansion
4 weeks	4 weeks	4 weeks	4 weeks	2 weeks
Priority Standards	Priority Standards	Priority Standards	Priority Standards	Priority Standards
6-8.AH.1.CC.B: Explain connections between historical context and peoples' perspectives at the time in American history. (Aug-Sept)	6-8.AH.1.CC.A: Create and use tools to analyze a chronological sequence of related events in American history. (year long)	6-8.AH.3.CC.C: Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution. (Oct-Dec)	6-8.AH.3.CC.D: Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution. (December)	6-8.AH.4.GS.C: Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy. (Jan-Feb)
6-8.AH.2.CC.B: Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. (Aug-Sept)	6-8.AH.3.CC.A: Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. (Oct-Dec)	6-8.AH.2.CC.D: Describe the causes and consequences of the Seven Years War as a turning point in history (Oct-Dec)	6-8.AH.3.CC.E: Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation. (Oct-Dec)	6-8.AH.2.G.C: Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. (year long)
6-8.AH.2.CC.C: Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints. (Aug-Sept)	6-8.AH.3.CC.B: Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation. (Oct-Dec)	6-8.AH.3.GS.B: Apply the concept of representation to the conflict between the colonies and Great Britain. (Oct-Dec)	6-8.AH.3.CC.F: Infer how events of this period led to the development of philosophies, interest groups, and political parties. (Oct-Dec)	6-8.AH.4.G.A: Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans. (year long)
6-8.AH.2.EC.A: Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America. (Aug-Sept)	6-8.AH.2.GS.B: Explain how the founding of English colonies influenced their governments and expectations for self-rule. (Oct-Dec)	6-8.AH.3.GS.C: Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence. (Oct-Dec)	6-8.AH.3.GS.D: Evaluate the successes and challenges of the Articles of Confederation to explain the need for a constitutional convention. (December)	6-8.AH.4.G.B: Assess Manifest Destiny in relation to push-pull factors, geographic features, and human-environmental interactions to determine their influence on the movement of goods, people and ideas. (year long)
6-8.AH.2.EC.B: Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain. (Aug-Sept)	6-8.AH.2.GS.C: Analyze local and colonial governments to trace the factors influencing their structure and function. (Oct-Dec)	6-8.AH.3.EC.A: Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them. (Oct-Dec)	6-8.AH.3.GS.F: Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties. (December)	6-8.AH.5.G.A: Analyze the United States geography of North, South, and West in order to explain regional, social and economic differences. (year long)
	6-8.AH.3.GS.A: Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule. (Oct-Dec)	6-8.AH.3.PC.C: Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies. (Oct-Dec)	6-8.AH.3.GS.G: Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges. (Dec-Jan)	6-8.AH.4.EC.B: Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions. (Feb-May)
	6-8.AH.3.PC.B: Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity. (Oct-Dec)			6-8.AH.4.EC.C: Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. (Jan-May)

Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
How did European exploration impact Native American cultures? How did European exploration affect the development of America?	Why did regions in America develop differently after the settlement of Europeans and enslaved Africans? How did the trading system, the Triangular Trade, impact the development of early America?	How did the development of the colonies lead to rebellion? Why were colonists divided over the issue of independence? How did specific individuals, battles and resources shape the outcome of the Revolutionary War? How did the Declaration of Independence set a precedent for American governance?	What is the structure of the US Constitution? What are the six underlying principles of the Constitution and why are they necessary? How is the Constitution a living document? How did the U.S. Constitution address the weaknesses of the Articles of Confederation? What role did compromise play in writing the U.S. Constitution?	How did U.S. expansion change the American Identity? Why did America feel the need to expand? What role did conflict play in Westward Expansion? What role did technology play in Westward Expansion?
I Can Statements	I Can Statements	I Can Statements	I Can Statements	I Can Statements
I can make the connection why Europeans felt the need to explore and claim territory in the "New World". I can trace the causes of the conflicts that arose from these explorations and claiming of territory. I can understand the impact it had on the indigenous populations of North and South America.	I can trace the impact of the French and Indian War on the attitude of the colonists. I can explain the intent of the British establishing colonies in North America. I can trace the conflicts that arose from the British approach to their colonial governments. I can explain why the colonists eventually chose to rebel against British rule.	I can compare and contrast the divisions that were created politically among the colonists and the British in regards to British policy and imposing taxes on the colonists. I can understand the development of independent thinking in regards to how the colonists felt about their individual colonies.	I can evaluate the Articles of Confederation and their inability to properly govern the newly created country. I can describe the need for a stronger national government and the creation and debate over our Constitution. I can examine why the Federalists wanted to add a Bill of Rights to the newly created constitution.	I can trace the development and growth of the American economy through industrialization and the growth of business. I can analyze the impact of westward expansion on Native Americans and the development of newly acquired lands across the United States.

American History
8th Grade: 2nd Semester
Curriculum Map
Missouri Learning Standards

Unit 6: Reform Movements	Unit 7: Civil War	Unit 8: Reconstruction	2nd Week of April: Holocaust	Unit 9: World and U.S. Geography
4 weeks	6 weeks	2 weeks	1 week	6 weeks
Priority Standards	Priority Standards	Priority Standards	Priority Standards	Priority Standards
6-8. AH.5.CC.B: Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. (March-April)	6-8. AH.5.CC.A: Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. (March-May)	6-8.AH.2.GS.A: Compare the governmental systems of European powers to determine their effect on colonization in the Americas. (Oct-Nov)	See curriculum unit in Drive for resources PER DESE: - information providing a historical understanding of the Holocaust and content for the discussion of how and why the Holocaust happened - learning projects about the Holocaust - materials from the Holocaust education governance commission, the U.S. Holocaust Memorial Museum, or St. Louis Kaplan Feldman Holocaust Museum	6-8.AH.1.G.C: Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States. (year long)
6-8.AH.5.GS.C: Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders. (March-May)	6-8. AH.5.CC.C: Describe critical developments and turning points in the Civil War, including major battles (April-May).	6-8.AH.1.CC.E: Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. (year long)		6-8.GEO.1.G.D: Locate cities of Missouri, the United States and the world. (year long)
6-8.AH.4.PC.B: Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. (Feb-May)	6-8.AH.5.GS.D: Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. (March-May)	6-8.AH.5.GS.A: Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. (March-May)		6-8.GEO.1.G.E: Locate the major nations of the world (year long).
6-8.AH.4.PC.D: Describe the culture and accomplishments of Native American cultures to compare the various ways they responded to American expansion. (year long)	6-8.AH.5.G.B: Evaluate the significance of geography on the conduct of the war and strategy of the North and South. (April-May)			6-8.GEO.1.G.F: Locate the major landforms of the world. (year long)
6-8.AH.5.PC.D: Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact. (March-April)				
6-8.AH.5.PC.E: Trace the development of African American culture in non-slave states and in the context of slavery. (year long)				
Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
How did the changes during the era of Jackson bring more people into the democratic process?	Why can it be argued that the Civil War was inevitable?	What political, economic, and social factors did the American government have to consider when determining the best course		How do maps affect our understanding of the world?

How did the women's movement challenge the traditional roles ascribed to women in America? How did abolitionists attempt to change people's ideas about slavery?	How did sectionalism contribute to the start of the Civil War? How did the strategies and motivations of both sides cause political, economic, and social consequences after the Civil War?	for Reconstruction? Why did they settle on the plan they selected? Why can it be argued that Reconstruction failed? How did the political, economic, and cultural consequences of Reconstruction shape the rebuilding nation?		Why are different types of maps used? How do absolute and relative location help us locate places and things? How do topographic features impact settlements? How do forces of nature affect humans? How do humans affect forces of nature? How and why do humans modify, adapt, and depend on their environment?
I Can Statements	I Can Statements	I Can Statements	I Can Statements	I Can Statements
I can trace the social and political conditions that led to a conflict between the Northern and Southern states. I can trace the development of African American as well as Native American cultures as it develops in the United States with westward expansion and the institution of slavery.	I can analyze the impact of slavery and how it divided the Northern and Southern states and led to conflict. I can evaluate the significance of how geography played a role in the strategies of both the North and South during the Civil War.	I can compare how European powers' government systems influenced our founding fathers. I can compare the political outcomes of the aftermath of the Civil War.		I can locate local, state and national geography and the impact it had on the development of our area, state and country.