

UNDERSTANDING CURRICULUM MAPS

The **Organizing Principle** is the purpose of each unit of study. The **Organizing Principle** is like a thesis statement in an essay. A thesis statement provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an **Organizing Principle** provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the concepts, essential questions, skills, and vocabulary that you teach should come back to the **Organizing Principle**. By the end of the unit of instruction, a student should be able to look at the **Organizing Principle** and prove it to you (or perhaps in some instances, disprove it).

The **Essential Questions** are used in the maps to outline items essential to the coverage of each unit, the things students should absolutely know. The same holds true for the **Concepts** and **Terms**. (Terms typically involve mostly surface level knowledge.)

At the bottom of each unit you will find examples of **Teaching Resources**. These are only examples of some of the items you can use to teach the unit. It is intended that the teacher have latitude and discretion in choosing learning activities for students based upon learning styles of students and the element of creativity. The importance of literacy and inquiry skills should be taken into account. Additionally, with the rollout of the 7th grade Civics curriculum, particular attention should be given to matters concerning citizenship and civic responsibility.

The **Pacing** section has been intentionally left blank. Because the placement of the Finance Park and Career Education unit will vary by school, there can be no uniformity in the pacing of the 8th grade U.S. History course across the county. Use this section to outline your class's individual timeline based on the guide provided and the timing of your visit to Finance Park.

The **Assessment** section has been created for each teacher to use in developing his/her curriculum. Teachers are encouraged to utilize a variety of assessment strategies and not simply rely on the "test generator". Currently under development are common assessments to be made available for Pinellas County Social Studies courses for the 2011-2012 school year that align with revisions being made to Sunshine State Standards for Social Studies. These assessments are intended to serve as a standardized measurement of progress district wide, in anticipation of a requirement to administer end of course assessments. In the past, the PCS Social Studies Department has used course wide pre/post tests to assess student achievement. The continued use of the pre/post test is currently under review.

One thing to keep in mind is that our courses are survey-type courses. We cannot possibly teach everything there is to know about all of the disciplines incorporated within each social studies curriculum. We are, however, bound to the Sunshine State Standards and have a responsibility to teach the necessary timeline. The curriculum maps are designed to help teachers determine areas of coverage and to avoid trying to teach the entire textbook. The maps are designed around the **Organizing Principles** which, again, provide direction for a unit of study along with the "big picture" concept for each unit of study. Teachers are encouraged to use a variety of resources to teach the content and skills, the textbook serving as but one of many resources.

**Organizing Principles
8th Grade United States History**

1. **Colonization:** Between the late 1500s and 1763, Europeans began to colonize North America resulting in the development of the transatlantic slave trade and growth of regionally distinct colonies throughout the Americas.
2. **American Revolution:** Between 1763-1777, British attempts to exert control over the colonies led to violent, organized, and successful resistance on the part of the colonists. From 1777 to 1783 the American colonies overcame hardships and disadvantages to win the Revolutionary War and become an independent nation.
3. **Self-Government:** After the Revolution, the colonies organized and formed a government with a written Constitution. The principles and structure of the Constitution explain the powers of the state and federal governments and citizens' rights and responsibilities.
4. **Western Expansion/Manifest Destiny:** Westward Expansion, Manifest Destiny, and the Industrial Revolution greatly impacted the settlement of the United States and contributed to the expansion of slavery, the continual conflict with Native Americans, and the forced removal of Native Americans from their land.
5. **Changing America:** Reformists' ideals and the institution of slavery shaped the culture of the United States in the mid-1800s.
6. **Civil War:** Slavery, and the events and hostilities related to it, led to secession and caused the Civil War.
7. **Finance Park/Career Education:** Basic economic principles and career exploration will enable students to make informed decisions about finances and assist in selecting a high school major.

Organizing Principle: Between the late 1500s and 1763, Europeans began to colonize North America resulting in the development of the transatlantic slave trade and growth of regionally distinct colonies throughout the Americas.		Estimated Number of Weeks: 4	Pacing:	
Concept	Essential Questions	People, Places, Events, Terms		Benchmarks
Colony Region Environment Native American Displacement	<ol style="list-style-type: none"> How did culture and social institutions impact the development of the American colonies? How did economic issues impact the development of the American colonies? What role did geography play in the development of the American colonies? In what ways has conflict resulted from the migration and settlement of people in the North American colonies? 	Spanish Colonies St. Augustine Missions British Colonies Jamestown Plymouth New France Indentured Servant Dutch Colonies	John Smith Key Colonial Individuals French and Indian War	SS.8.A.2.1 SS.8.A.2.2 SS.8.A.2.3 SS.8.A.2.4 SS.8.A.2.5 SS.8.A.2.6 SS.8.A.2.7 SS.8.C.1.3 SS.8.C.2.1 SS.8.E.1.1 SS.8.E.2.2 SS.8.E.2.3 SS.8.E.3.1 SS.8.G.1- SS.8.G.6 (All)
Slavery Economy	<ol style="list-style-type: none"> What was the economic impact of the Triangle Trade in Europe? Africa? The Americas? How did slavery influence and change racial attitudes among Europeans and American colonists? 	Triangular Trade Middle Passage		
Activities (Teaching Resources)		Assessment		
<ul style="list-style-type: none"> Study one of the original thirteen colonies and develop a brochure designed to serve as an advertisement trying to attract people from the Old World to their colonies. These brochures should address the assigned colony's founder, reason for being founded, climate and geography, religion, economy, and how people lived there. Create an illustrated time line of the Colonial Period that discusses the similarities and differences between the three main colonial regions. Participate in a game where students try to match colonial occupations and descriptions of those occupations. They will further discuss these occupations and their relation to similar occupations today. To assess students' learning they will answer an open response question. Historical Essay (one page) answering the following question: How, if at all, did the qualities and skills needed by the Jamestown settlers differ from those needed by citizens today? DBQ <i>Early Jamestown: Why Did So Many Colonists Die?</i> 		<ul style="list-style-type: none"> Teacher Created Assessments Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. <ul style="list-style-type: none"> 20% DOK Level 1 Recall or Reproduction 50% DOK Level 2 Skills and Concepts Basic Reasoning 25% DOK Level 3 Strategic Thinking & Complex Reasoning 5% DOK Level 4 Extended Thinking & Reasoning 		

Unit 2: American Revolution
Creating America Chapters 5.3, 6, 7

Organizing Principle: Between 1763-1777, British attempts to exert control over the colonies led to violent, organized, and successful resistance on the part of the colonists. From 1777 to 1783 the American colonies overcame hardships and disadvantages to win the Revolutionary War and become an independent nation.		Estimated Number of Weeks: 4	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Equality Liberty Taxation Rights Treaty Congress Protest Militia Army Alliance Strategy Boycott	<ol style="list-style-type: none"> How did the struggle for control over North America between the British and the French lead to increased tension between the British government and the American colonies? How did colonists react to new taxes and laws enacted by the British government following the French and Indian War? How did the meetings of the first and second Continental Congresses impact the fate of the American colonies? What are the core principles of the Declaration of Independence? What were the advantages and disadvantages of each side as they entered the war? Why were some colonists Loyalists, while others were Patriots? How were the Americans able to win the war despite their many disadvantages? What were some of the many roles that women played during the Revolution? What impact did the war have on their lives? How were Native Americans involved in the Revolution? What role did African Americans play in the Revolution? How did the revolution impact their lives? How did the American Revolution influence Europe during the 18th and 19th centuries? 	French and Indian War Treaty of Paris Proclamation of 1763 Transferred ownership of Florida East and West Florida King George III Stamp Acts Boston Massacre Boston Tea Party Benjamin Franklin Declaration of Independence Thomas Jefferson 1776 Women of the Revolution Native Americans of the Revolution Florida loyal to Britain Lexington/Concord Tory/Loyalist Patriot/Rebel Mercenary George Washington Spanish regain West Florida Yorktown Other Key Individuals Key Battles	SS.8.A.3.1 SS.8.A.3.2 SS.8.A.3.3 SS.8.A.3.4 SS.8.A.3.5 SS.8.A.3.6 SS.8.A.3.7 SS.8.A.3.8 SS.8.A.3.16 SS.8.C.1.2 SS.8.C.1.3 SS.8.C.1.4 SS.8.C.2.1 SS.8.E.2.1 SS.8.E.2.3 SS.8.G.1- SS.8.G.6 (All)

Activities (Teaching Resources)	Assessment
<ul style="list-style-type: none"> • In groups of three or four, students will examine the many “Acts” committed by the King and Parliament that helped cause unrest in the colonies. While examining these causes of the war they will rank them in terms of importance on an “Unrest-O-Meter.” Students will have to support their rankings by writing a rationale for each choice that will be presented to the class. • Role-play a counselor or mediator trying to resolve differences between the British and their colonies in America. Listen to the individual or groups involved in the conflict and try to resolve their differences. • Create a board game based on the events that led to and occurred during the American Revolution. Participants must also include trivia cards, figurines, etc. • Conduct web research and prepare a T-Chart that compares ideals and perspectives of Loyalists and Patriots. • Historical Novel <i>My Brother Sam is Dead</i> • DBQ <i>Valley Forge: Would You Have Quit?</i> 	<ul style="list-style-type: none"> • Teacher Created Assessments <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking & Reasoning

Unit 3: Self-Government
Creating America Chapter 8, Constitution and Citizenship Handbooks, Chapter 9.1, 9.3

Organizing Principle: After the Revolution, the colonies organized and formed a government with a written Constitution. The principles and structure of the Constitution explain the powers of the state and federal governments and citizens' rights and responsibilities.		Estimated Number of Weeks: 3	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Confederation Constitution Republic Democracy Federalism Rights Citizenship Amend Political Parties Bill of Rights	<ol style="list-style-type: none"> 1. What were the weaknesses of the initial government created by the Articles of Confederation? How did those weaknesses lead to the American government's inability to meet the challenges of the time? 2. What conflicts arose during the development of the U.S. Constitution and how were they resolved? 3. How does the Constitution limit the power of government? 4. What are the roles of each of the three branches of government? 5. What are the powers of each branch to check each other's power? 6. Why was the Bill of Rights added to the Constitution? What key issues does it address? 7. What were some of the challenges faced by George Washington as the nation's first president? What actions were taken to meet these challenges? 	Constitutional Convention Great Compromise 3/5 Compromise James Madison Federal System Republic Popular Sovereignty Separation of Powers/3 Branches Checks/Balances Individual Rights Power/Responsibilities Amendments Bill of Rights Citizenship Electoral College George Washington Presidency Historically Under-represented Groups	SS.8.A.3.9 SS.8.A.3.10 SS.8.A.3.11 SS.8.A.3.12 SS.8.A.3.13 SS.8.A.3.15 SS.8.A.4.8 SS.8.C.1.1 SS.8.C.1.2 SS.8.C.1.3 SS.8.C.1.4 SS.8.C.1.5 SS.8.C.1.6 SS.8.C.2.1 SS.8.E.1.1 SS.8.E.2.2 SS.8.G.1- SS.8.G.6 (All)
Activities (Teaching Resources)		Assessment	
<ul style="list-style-type: none"> • Participate in role-play games designed to show students how the ideas of "separation of powers" and "checks and balances" work. • Create a comic strip (at least 6 frames) based on one of the Bill of Rights. A character in the comic strip must break a right, followed by a character "saving the day" and stating the right that has been broken. • Interpret, as a class or individually, the Preamble of the U.S. Constitution in students' own words. • Create a poem or rap based on the different sections of the U.S. Constitution. • DBQ <i>How Did the Constitution Guard Against Tyranny?</i> 		<ul style="list-style-type: none"> • Teacher Created Assessments Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. <ul style="list-style-type: none"> • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking & Reasoning 	

Unit 4: Westward Expansion/ Manifest Destiny
Creating America Chapters 10.1, 10.2, 10.4, 11, 12.1, 12.2, 12.3, 13

Organizing Principle: Westward Expansion, Manifest Destiny, and the Industrial Revolution greatly impacted the settlement of the United States and contributed to the expansion of slavery, the continual conflict with Native Americans, and the forced removal of Native Americans from their land.		Estimated Number of Weeks: 4	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Manifest Destiny Expansion Nationalism Sectionalism Migration Cede/Cession Annex Industry	<ol style="list-style-type: none"> How did Manifest Destiny help Americans to justify their desire to extend the U.S. to the Pacific? How did the Louisiana Purchase impact the future of the United States? What was the importance of the information gathered by the Corps of Discovery? How did the U.S. government try to diminish the growth of sectionalism that resulted from the country's continuing expansion? How did African American slaves maintain strong family and cultural ties with one another? What were the cultural and economic impacts of innovations of the Industrial Revolution? What problems arose between the U.S. settlers and Tejanos in Texas? What events followed? What motivated Americans to move to the West between 1820 and 1850? What conflicts arose with Mexico as a result of American settlement in the West? 	Manifest Destiny Louisiana Purchase and Exploration Lewis & Clark York Sacagawea Industrial Revolution Missouri Compromise Sectionalism/Nationalism Trails West Texas Revolution Mexican War California Gold Rush East and West Florida	SS.8.A.3.14 SS.8.A.3.16 SS.8.A.4.1 SS.8.A.4.2 SS.8.A.4.3 SS.8.A.4.4 SS.8.A.4.5 SS.8.A.4.6 SS.8.A.4.7 SS.8.A.4.8 SS.8.A.4.13 SS.8.A.4.16 SS.8.C.1.3 SS.8.C.1.4 SS.8.C.2.1 SS.8.E.1.1 SS.8.E.2.1 SS.8.E.2.2 SS.8.E.2.3 SS.8.G.1- SS.8.G.6 (All)
Nation Sovereignty Relocation Reservation	<ol style="list-style-type: none"> In what ways did conflict result from the migration and settlement of Americans as they expanded across the continent into Native American lands? How did Andrew Jackson's response to the Supreme Court ruling in <i>Worcester v Georgia</i> impact Native Americans? How did the Seminole tribe respond to the Indian Removal Act? How was their response different from other tribes? Where were the new Indian Territories located and how did tribes get to these new settlements? 	Andrew Jackson Indian Removal Act Trail of Tears Seminoles Seminole Wars Florida becomes U.S. Territory	SS.8.A.3.15 SS.8.A.4.3 SS.8.A.4.4 SS.8.A.4.18

Activities (Teaching Resources)	Assessment
<ul style="list-style-type: none"> • Art Analysis of “American Progress” by John Gast, 1872. • Create a chart or poster that highlights the major events that occurred during the administrations of James Madison, James Monroe, John Quincy Adams, and Andrew Jackson. • Complete a map exercise that traces the expansion of the United States from the Mississippi River to the Pacific Ocean. • Participate in a game that simulates westward expansion by having the students “travel” from the east coast to Sacramento, CA to take part in the Gold Rush. Students should “experience” what the settlers experienced during their travels west. • Create a pictograph describing how an Indian reacted to the Indian Removal Act through the Trail of Tears. • Review visual and print materials of the period of Manifest Destiny and examine patterns of human movement. Students will create bulletin boards, collages, or multi-media presentations that center on the impact of expansion on the Native American tribes. • Analyze political cartoons during Andrew Jackson’s presidential campaign and Term of office. • DBQ <i>How Free Were Free Blacks in the North?</i> • DBQ <i>Was the United States Justified in Going to War With Mexico?</i> 	<ul style="list-style-type: none"> • Teacher Created Assessments <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking & Reasoning

Unit 5: Changing America 1820-1860
Creating America Chapters 14.1, 14.2, 14.3, 14.4

Organizing Principle: Reformists' ideals and the institution of slavery shaped the culture of the United States in the mid-1800s.		Estimated Number of Weeks: 2	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Immigration Nativism Prejudice Reform Movements Abolition Slavery Transcendentalism	<ol style="list-style-type: none"> 1. What were the push and pull factors that led to increased immigration to the United States during this period? 2. How did cultural and social institutions impact development of American styles of art and literature? How did art and literature in turn impact the culture of mid-nineteenth century America? 3. How did Americans seek to reform society during the mid-nineteenth century? 4. In what ways did the Abolitionist movement battle against slavery? 5. What rights did women begin working towards in the mid-nineteenth century? 	Abolitionist Sojourner Truth Fredrick Douglass William Lloyd Garrison Harriet Tubman Underground Railroad Seneca Falls Convention Suffrage Susan B. Anthony Elizabeth Cady Stanton Other Key Reformers	SS.8.A.4.8 SS.8.A.4.9 SS.8.A.4.13 SS.8.A.4.14 SS.8.A.4.15 SS.8.A.5.2 SS.8.C.1.3 SS.8.C.1.4 SS.8.C.2.1 SS.8.E.1.1 SS.8.E.2.3 SS.8.G.1- SS.8.G.6 (All)
Activities (Teaching Resources)		Assessment	
<ul style="list-style-type: none"> • Compare and contrast children's lives, now and then. • Complete a Slave Rebellion Web-Quest based on famous slave rebellions of the 1800s, including Nat Turner, St. John's Parish, Gabriel Prosser, and Denmark Vesey. • Create a Pictograph Quilt based on a story of a runaway slave who followed Harriet Tubman through the Underground Railroad, including a secret message that might lead the slaves towards freedom. • Create an original work of art or literature that expresses mid-nineteenth century cultural values. • Historical Novel <i>Night John</i> • DBQ <i>What Was Harriet Tubman's Greatest Achievement?</i> 		<ul style="list-style-type: none"> • Teacher Created Assessments <ul style="list-style-type: none"> • Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking & Reasoning 	

Unit 6: Civil War
Creating America Chapters 15, 16, and Chapter 17.1-17.3

Organizing Principle: Slavery, and the events and hostilities related to it, led to secession and caused the Civil War.		Estimated Number of Weeks: 4	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Sectionalism States' Rights Slavery	<ol style="list-style-type: none"> How did the North and South differ in terms of population, economy, and resources in the years leading up to the Civil War? How did the debate over slavery and the admission of new states change between the Missouri Compromise to the Compromise of 1850? How did the decision in the Dred Scott case create conflict in the nation? How did the election of 1860 demonstrate the clear lines of division among the states? What were the justifications given by the Confederate States for breaking from the Union? 	Sectionalism Florida Statehood Compromise of 1850 Missouri Compromise <i>Uncle Tom's Cabin</i> Dred Scott Abraham Lincoln Election of 1860 Secession	SS.8.A.5.1 SS.8.A.5.2 SS.8.A.5.3 SS.8.A.5.4 SS.8.C.1.3 SS.8.C.1.4 SS.8.C.1.6 SS.8.C.2.1 SS.8.E.1.1 SS.8.E.2.2 SS.8.E.2.3 SS.8.E.3.1 SS.8.G.1- SS.8.G.6 (All)
Civil War Emancipate Total War	<ol style="list-style-type: none"> What were the war aims and strategies of the Union and the Confederacy entering the war? How did the lives of Americans change because of the war? What role did women play in the Civil War? What role did African Americans play in the Civil War? How did the war affect the economies of the North and the South? What was the purpose of the Emancipation Proclamation and what did it accomplish? What was the impact of Lincoln's Gettysburg Address? How did the Union's policy of <i>total war</i> contribute to the defeat of the Confederacy? 	CSA/Confederate/ Rebel USA/Union/Yankee/African Americans Emancipation Proclamation Jefferson Davis Ulysses S. Grant Robert E. Lee Women in the Civil War Natural Bridge Gettysburg Address Appomattox Advantages/Disadvantages Key Battles Key Leaders	SS.8.A.5.5 SS.8.A.5.6 SS.8.A.5.7 SS.8.A.5.8

Activities (Teaching Resources)	Assessment
<ul style="list-style-type: none"> • Listen to musical selections of songs from the Civil War period and discuss the content and meanings of these songs and how they relate to music from the contemporary era. • View primary source readings pertaining to life in prisoner of war camps, such as Andersonville, on both sides of the war. Students will then write “letters” home as if they were residing in one of these camps—either Southern or Northern. • Compare and contrast the causes of the American Revolution and the American Civil War. In small groups, students should discuss the attitudes, ideas, and positions of the Patriots during the Revolution and the Southerners during the Civil War regarding their reasons for “separation”. • Conduct research on, and then create a work of art (song, poem, collage, photograph), that expresses what experiences an African American soldier in the Northern Army underwent during the war. • Complete a map exercise that highlights the major battles of the American Civil War so that students understand the scope and sequence of the fighting that occurred. Compare and contrast the United States Constitution with the Confederate Constitution. • DBQ <i>The Battle of Gettysburg: Why Was It a Turning Point?</i> 	<ul style="list-style-type: none"> • Teacher Created Assessments <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the Social Studies classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking & Reasoning

Unit 7: Finance Park/ Career Education

Organizing Principle: Basic economic principles and career exploration will enable students to make informed decisions about finances and assist in selecting a high school major.		Estimated Number of Weeks: 5	Pacing:
Concept	Essential Questions	People, Places, Events, Terms	Benchmarks
Budget Taxes Financial Institutions Income Career	<ol style="list-style-type: none"> 1. What are the functions of financial institutions? 2. What factors are involved in developing a monthly budget? 3. How can I begin planning for a career path? 	Financial Institution Stock Market Stocks and Bonds Mutual Funds Budget Credit/Debit Card Checkbook Gross Income (GMI, GAI) Net Income (NMI, NAI) Savings/PYF Medicare Social Security/FICA Local, State, & Federal Taxes	SS.8.E.1.1 SS.8.E.2.2
Activities (Teaching Resources)		Assessment	
<ul style="list-style-type: none"> • Finance Park Kit • Follow the stock market - Stock Market Project • EPEP, Choices, High School Majors https://facts23.facts.org/navigation/pags/splash.jsp?pageId=01 		<ul style="list-style-type: none"> • Finance Park Pre Test • Simulation Assessment (Finance Park Field Trip) • Finance Park Post Test 	