

8th Grade American History

Unit 1: The Road towards Revolution

| Enduring Understandings | Learning Targets |
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| 1.1 – People have natural rights and governments are created to protect those rights. | 1.1.A – I understand the rights all people have. 1.1.B – I understand one purpose of government is to protect the natural rights of people. |
| 1.2 – When government is destructive of the natural rights of men, the people have the right and duty to overthrow that government. | 1.2.A – I understand why the colonists thought it necessary to rebel. 1.2.B – I understand how the Declaration of Independence and the concept of “liberty” justified rebellion. |
| 1.3 – Governing documents reflect the values of the society. | 1.3.A – I understand how the “Declaration of Independence” expressed the American values of equality, liberty, and republicanism. |
| 1.4 – Failure to find a compromise leads to conflict. | 1.4.A – I understand the conflicting viewpoints in the colonies about rebellion. 1.4.B – I understand why war was necessary and why the US won. 1.4.C – I understand the terms of the Treaty of Paris ending the war. |

Unit 2: From Confederation to Constitution

| Enduring Understandings | Learning Targets |
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| 2.1 – Effective compromise requires “give and take.” | 2.1.A – I understand how the framework for our government developed. |

Unit 3: A More Perfect Union

| Enduring Understandings | Learning Targets |
|---|---|
| 3.1 – The seat of power in a government must be balanced to insure that government is effective at managing the affairs of the country without being abusive. | 3.1.A – I understand how government power is shared. 3.1.B – I understand how government power is divided. 3.1.C – I understand how government power is limited. |
| 3.2 – In a democratic society, all citizens have rights and responsibilities. | 3.2.A – I understand the role of citizens in the United States. 3.2.B – I understand the rights of citizens in the United States. 3.2.C – I understand the responsibilities of citizens in the United States. |

Unit 4: The Early Republic

| Enduring Understandings | Learning Targets |
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| 4.1 – All nations must adapt to both domestic and foreign challenges if those countries are to endure. | 4.1.A. – I understand the domestic challenges to the new government’s authority to rule. 4.1.B – I understand the foreign challenges of remaining neutral. 4.1.C – I understand government policy is developed to answer the challenges of governing the country. |
| 4.2 – Citizens participate in the US government through political parties that have their own platforms to solve problems. | 4.2.A – I understand the role of political parties in the United States. |

Unit 5: The Changing Country

| Enduring Understandings | Learning Targets |
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| 5.1 – Social and technological advancements change and challenge the face of the nation. | 5.1.A – I understand the affect of the Industrial Revolution on the North and the South. 5.1.B – I understand as the nation developed, conflict occurred among social groups. |
| 5.2 – American nationalism led to Manifest Destiny and expansion across the continent. | 5.2.A – I understand the change and growth of American nationalism. 5.2.B – I understand how Manifest Destiny fueled the growth the United States from ocean to ocean. |

Unit 6: A Dividing Nation

| Enduring Understandings | Learning Targets |
|---|---|
| 6.1 – When government is destructive of the natural rights of men, the people have the right and duty to overthrow that government. | 6.1.A – I understand the two distinct worlds of the North and the South. 6.1.B – I understand the role the institution of slavery had in the growing crisis. 6.1.C – I understand why the southern secessionists thought it necessary to rebel. |
| 6.2 – Failure to find a compromise leads to conflict. | 6.2.A – I understand the conflicting viewpoints between the North and the South about rebellion. 6.2.B – I understand why war was necessary for the South. |

Common Core Standards for Social Studies

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.