

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide- Social Studies 2010**

GRADE LEVEL OR COURSE TITLE: Eighth Grade- U.S. History

Course Code: 2100010e **Code:** 2100010

Topic 6: Creating a Republic

Pacing: Traditional: 10 days Block: 5 days

STRAND(S) and STANDARD(S):

AMERICAN HISTORY:

- (Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.)
- (Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.)

GEOGRAPHY:

- (Standard 1: Understand how to use maps and other geographic representations, tool, and technology to report information.)
- (Standard 2: Understand physical and cultural characteristics of places.)
- (Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within it.)
- (Standard 4: Understand the characteristics, distributions, and migration of human populations.)
- (Standard 5: Understand how human actions can impact the environment.)
- (Standard 6: Understand how to apply geography to interpret the past and present, and plan for the future.)

ECONOMICS:

- (Standard 1: Understand the fundamental concepts relevant to the development of the market economy.)
- (Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.)
- (Standard 3: Understand the fundamental concepts and interrelationships of the United States' economy in the international market.)

CIVICS AND GOVERNMENT:

- (Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.)
- (Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government.)

Second Nine Weeks

Essential Content	NGSSS-SS Benchmarks	Instructional Tools
<ul style="list-style-type: none"> • CREATING A REPUBLIC <ul style="list-style-type: none"> ○ Articles of Confederation 1777 (strengths and weakness) ○ Settlement of the Northwest Territory: Land Ordinance of 1785, Northwest Ordinance of 1787 ○ Shays Rebellion 1786 ○ Constitutional Convention of 1787 (Virginia Plan, New Jersey Plan, Great Compromise, Three-fifths Compromise, Electoral College) ○ Key Delegates (e.g., James Madison, Benjamin Franklin, George Washington, Alexander 	<p><u>Content Benchmarks:</u></p> <p>SS.8.A.3.9 Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <p>SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</p> <p>SS.8.A.3.11 Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</p> <p>SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves,</p>	<p><u>Core Text Book:</u> TBA</p> <p><u>Vocabulary/ Identification:</u> constitution, bicameral, republic, petition, ordinance, depreciate, depression, manumission, proportional, compromise, Enlightenment, federalism, article, legislative branch, executive branch, Electoral College, judicial branch, checks and balances, ratify, Federalist, Antifederalist, amendment</p> <p><u>Technology:</u> Animated Atlas: "Growth of a Nation" http://www.animatedatlas.com/movie2.html Comparing the Constitution and Articles of Confederation: http://www.usconstitution.net/constconart.html Articles of Confederation Primary Source: http://avalon.law.yale.edu/18th_century/artconf.asp Teaching the Constitutional Convention: http://teachingamericanhistory.org/convention/ Virginia Plan Primary Source: http://www.ourdocuments.gov/doc.php?flash=true&doc=7</p>

Second Nine Weeks

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<p>Hamilton)</p> <ul style="list-style-type: none"> ○ British/European Influence: Magna Carta, English Bill of Rights, Baron of Montesquieu, John Lock, ○ Fundamental Principles: Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism ○ The Constitution (Preamble, Articles, Bill of Rights) ○ Federalist v. Antifederalist ○ Ratification of U.S. Constitution - 1789 	<p>women, working class).</p> <p>SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p> <p>SS.8.E.2.2 Explain the economic impact of government policies.</p> <p>SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.</p> <p>SS.8.E.3.1 Evaluate domestic and international interdependence.</p> <p>SS.8.C.1.1 Identify the constitutional provisions for establishing citizenship.</p> <p>SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p> <p>SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p> <p>SS.8.C.1.5 Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.</p> <p>SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p> <p>SS.8.C.2.1 Evaluate and compare the essential ideals and principles of American constitutional government expressed</p>	<p><u>Suggested Activities:</u></p> <p>Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration:http://www.archives.gov/education/lessons/worksheets/</p> <p>Have students conduct a mock Constitutional Convention, assigning students the role of a delegate to the convention. Students should research their role and prepare a biographical sketch of their person. Additionally, students will simulate the debates during the Constitutional Convention.</p> <p>Have students prepare for and participate in a debate on the ratification of the United States Constitution.</p> <p>Have students read an article from the Federalist Papers and analyze using the document analysis worksheets found at the above link.</p> <p>Have students create a political cartoon reflecting Washington's viewpoint of Shays's Rebellion (Washington is quoted as wondering whether "mankind, when left to themselves, are unfit for their own government."). Alternatively, students could create a political cartoon reflecting Jefferson's viewpoint ("A little rebellion, now and then, is a good thing.")</p> <p>Have students create collages depicting Americans exercising the rights, duties, or responsibilities of US citizens.</p> <p><u>Assessment:</u></p> <p>Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p> <p><u>ELL:</u></p> <p>Use visual depictions of historical events in order to increase ELL students' mastery of related content.</p> <p><u>Related Programs:</u></p> <p>"We the People" Program – Ongoing for further information visit www.civiced.org</p> <p>Close-Up Program – January-May (for further information visit www.closeup.org)</p> <p>Justice Teach-in Program – Ongoing</p> <p><u>State and District Instructional Requirements:</u> Teachers should be aware that State and District policy requires that all teachers K-12 provide instruction to students in the following content areas: African-American History, Character Education, Hispanic Contributions to the United States, Holocaust Education, and Women's Contributions to the U.S. Detailed lesson plans can be downloaded from the Division of Social Sciences and Life Skills website, http://socialsciences.dadeschools.net/, under the headings "Character</p>

Second Nine Weeks

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	<p>in primary sources from the colonial period to Reconstruction.</p> <p>SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.</p> <p>SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p> <p><u>Skill Benchmarks:</u></p> <p>SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p>SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p> <p>SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.</p> <p>SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</p> <p>SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p> <p>SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.</p> <p>SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</p> <p>SS.8.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p>SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political</p>	<p>Education” and “Multicultural Support Documents.” Please note that instruction regarding the aforementioned requirements should take place throughout the entire scope of a given social studies course, not only during the particular month or day when a particular cultural group is celebrated or recognized.</p> <p><u>SPED:</u></p> <p>Go the Division of Social Sciences’ website, http://socialsciences.dadeschools.net/, and look under “Curricular Documents,” Next Generation Sunshine State Standards” in order to download the PDF of Access Points for Students with Cognitive Disabilities related to this particular grade level.</p>

Second Nine Weeks

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	<p>ramifications.</p> <p>SS.8.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</p> <p>SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States.</p> <p>SS.8.G.3.2 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.</p> <p>SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.</p> <p>SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</p> <p>SS.8.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</p> <p>SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.</p> <p>SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.</p> <p>SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.</p> <p>SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p> <p>SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United</p>	

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	<p>States throughout history.</p> <p>SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p> <p>SS.8.G.6. Illustrate places and events in U.S. history through the use of narratives and graphic representations.</p>	