



8th Grade United States History Scope and Sequence

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 1 Colonial America	8 days	16 days	Students discuss American Indians before and during the beginning stages of the European colonization. Focus shifts to the role of the thirteen colonies in the foundation of the American nation. Students examine immigrants to the New World, including voluntary and involuntary immigrants, and the evolution of slavery in the Americas. Students analyze historical narrative accounts of slavery in the Americas, summarizing based on textual evidence, developing academic vocabulary, and determining the value of sources.	8.1.2, 8.1.4, 8.1.5, 8.1.10 Native Americans Thirteen Colonies, Leaders, Slavery	8.1.1, 8.1.3, 8.1.6-8.1.9	HCI.7, HCI.8, HCI.11 Changing interpretations, Indicators of economic performance, Relevant information	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	WHST.6-8.8a, WHST.6-8.8c, WHST.6-8.5a Use print and digital sources, Determine value of a source, Brainstorming, Outlining
Unit 2 The American Revolution	8 days	16 days	Students summarize the American Revolution, including the philosophical roots for American independence found in Enlightenment writing. Students analyze the chronology of major events in the war for independence and the war's impact around the world. Students read the Declaration of Independence, citing evidence in response to questions and developing academic vocabulary.	8.2.3, 8.2.4 Declaration of Independence, The American Revolution	8.2.1, 8.2.2, 8.2.5-8.2.7,	HCI.3 Central issues	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	
Unit 3 The Constitution: Creation and Compromise	11 days	22 days (End of 1 st advisory 11/2)	Students discuss early American democracy and summarize the founding documents and principles of the United States. Students focus on the Constitution's relationship to the Declaration of Independence and the Articles of Confederation, including the debates leading up to Constitutional ratification. They consider the early stages in the development of the American republic, beginning to use evidence to write narrative essays.	8.3.3, 8.3.4, 8.3.6, 8.4.3 The Constitution, Debates, Principles, Interpretation	8.3.1, 8.3.2, 8.3.5, 8.3.7-8.3.10, 8.4.1, 8.4.2, 8.4.4-8.4.6	HCI.3, HCI.6 Central issues, Chance, oversight, and error	RH.6-8.1, RH.6-8.2, RH.6-8.9, RH.6-8.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.6-8.2ai, WHST.6-8.2f, WHST.6-8.2ci Write intro, Write conclusion, Use transitions

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 4 A New Nation	10 days	20 days	Students investigate the Early Republic period through a socio-political lens, focusing on early presidents and daily life in the United States. They read significant speeches to inform their understanding of key events, determining the difference in perspective between primary and secondary resources. Students learn to write a thesis statement and use evidence to support their claims.	8.5.1, 8.9.2 Significant speeches, Andrew Jackson	8.5.3, 8.6.1, 8.6.2 8.7.3, 8.9.3, 8.9.4	HCI.3, HCI.6 Central issues, Chance, oversight, and error	RH.6-8.1, RH.6-8.2, RH.6-8.9, RH.6-8.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.6-8.1ai, WHST.6-8.1cii, WHST.6-8.1bi, WHST.6-8.1bii Write thesis, Write sub-theses, Use evidence in body paragraphs, Evaluate evidence
Unit 5 Westward Expansion	9 days (End of 1 st Advisory 11/2, End of 3 rd Advisory 3/29)	18 days (End of 2 nd Advisory 1/25)	Students discuss the effects of westward expansion, including the benefits of growth and the costs to American Indian civilizations. Students weigh historical information, discern historical truths, and evaluate sources by investigating American interactions with non-European populations. They continue developing thesis statements and start writing essays to support their claims.	8.6.3, 8.9.5 United States' Boundaries, Westward expansion	8.5.2, 8.7.1, 8.8.1, 8.8.3, 8.9.1, 8.9.6-8.9.9, 8.13.4	HCI.9, HCI.10, HCI.13, HCI.14 Questions, opinions and facts, Credibility and reliability, Historical point of view	RH.6-8.1, RH.6-8.3, RH.6-8.6, RH.6-8.10 Cite evidence, Cause/effect, Point of view, Complex texts	
Unit 6 Industrializing America	6 days	12 days	Students study the geography of American regions to compare the agrarian economy of the South with the industrialized economy of the North. Students examine the effects of industrialization on the Northern states, including technological changes and shifts to urban areas as they experienced booms in immigration and ethnic diversity. They will conduct research to develop a better understanding industrialization, using evidence like quotations in their writing.	8.5.4, 8.7.2 Capitalism, Industrialization	8.7.4, 8.8.2	GS.10, HCI.3 Regions, Central issues	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	
Unit 7 Early Reform Era	6 days	12 days	Students study the causes and consequences of reform movements during the early to mid-nineteenth century, including: women's suffrage, abolitionism, immigration policy, and workers' rights. They read primary sources related to these reforms, considering the impact of text structure and the development of arguments in writing.	8.7.6, 8.7.8, 8.10.3 Immigration, Women's suffrage, Abolition	8.7.7, 8.7.9, 8.10.1, 8.10.2		RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 8 Causes of the Civil War	10 days	20 days (End of 3 rd Advisory 3/29)	Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of the enslaved with the lives of freedmen, and determine causes for the expansion of both abolitionist and pro-slavery movements. They read primary and secondary sources about events leading to the Civil War, considering how information is conveyed using text and visuals.	8.8.4, 8.10.5, 8.11.2 Slavery, Compromises, Constitutional interpretation	8.7.5, 8.10.4, 8.10.6, 8.10.7, 8.11.1, 8.11.3	HCI.12 Primary vs. secondary sources	RH.6-8.1, RH.6-8.7, RH.6-8.10 Cite evidence, Integrate different info types (visuals, text), Complex texts	WHST.6-8.6 Use technology to publish writing, present ideas clearly, efficiently
Unit 9 The Civil War and Reconstruction	12 days (End of 2 nd Advisory 1/25, End of 4 th Advisory 6/20)	24 days (End of 4 th Advisory 6/20)	Students study the Civil War, including military confrontations between the North and South. Students analyze and compare secondary sources with primary sources, such as Civil War letters, diaries, and photographs. Students then consider Reconstruction, the accomplishments of African Americans during the period, and reactions of the South to Reconstruction policies. As students analyze the politics of Reconstruction, they learn to evaluate a source's author and his/her motives for writing a particular work.	8.11.7, 8.12.2 Civil War, Reconstruction	8.11.4- 8.11.6, 8.11.8, 8.12.1, 8.12.3-8.12.7, 8.13.1-8.13.3	GS.11, HCI.15 Geographic knowledge, Generalizations	RH.6-8.1, RH.6-8.7, RH.6-8.10 Cite evidence, Integrate different info types (visuals, text), Complex texts	

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 1 Colonial America</p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p>Students discuss American Indians before and during the beginning stages of the European colonization. Focus shifts to the role of the thirteen colonies in the foundation of the American nation. Students examine immigrants to the New World, including voluntary and involuntary immigrants, and the evolution of slavery in the Americas. Students analyze historical narrative accounts of slavery in the Americas, summarizing based on textual evidence, developing academic vocabulary, and determining the value of sources.</p>	<p>8.1.2: Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.</p> <p>8.1.4: Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development.</p> <p>8.1.5: Identify the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn).</p> <p>8.1.10: Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, and overt and passive resistance to enslavement (e.g., the Middle Passage).</p>	<p>8.1.1: Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.</p> <p>8.1.3: Examine the beginnings of Africans in America by identifying some of the major ethnic/national groups that came (e.g., Yoruba, Ibo, Bambara, Ki-Kongo, Wolof, Akan, and Hausas).</p> <p>8.1.6: Describe the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion.</p> <p>8.1.7: Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land.</p> <p>8.1.8: Explain geographic reasons for the development of communications and smuggling within the colonies (irregular coastlines, need for products not produced locally).</p> <p>8.1.9: Explain that some Africans came to America as indentured servants who were released at the end of their indentures, as well as those who came as captives to slavery.</p>	<p>HCI.7: Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>HCI.8: Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues.</p> <p>HCI.11: Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8a: Gather relevant information from multiple print and digital sources.</p> <p>WHST.6-8.8c: Assess the credibility and accuracy of each source.</p> <p>WHST.6-8.5a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 2 The American Revolution</p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p>Students summarize the American Revolution, including the philosophical roots for American independence found in Enlightenment writing. Students analyze the chronology of major events in the war for independence and the war’s impact around the world. Students read the Declaration of Independence, citing evidence in response to questions and developing academic vocabulary.</p>	<p>8.2.3: 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”).</p> <p>8.2.4: Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press, taxation without representation).</p>	<p>8.2.1: Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p> <p>8.2.2: Explain how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the American Revolution.</p> <p>8.2.5: Analyze how the American Revolution influenced other nations’ revolutions.</p> <p>8.2.6: Explain the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p> <p>8.2.7: Describe the functions and responsibilities of a free press.</p>	<p>HCI.3: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8a: Gather relevant information from multiple print and digital sources.</p> <p>WHST.6-8.8c: Assess the credibility and accuracy of each source.</p> <p>WHST.6-8.5a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 3 The Constitution: Creation and Compromise</p> <p><i>Block: 11 days</i> <i>Traditional: 22 days</i> <i>(End of 1st advisory 11/2)</i></p> <p>Students discuss early American democracy and summarize the founding documents and principles of the United States. Students focus on the Constitution’s relationship to the Declaration of Independence and the Articles of Confederation, including the debates leading up to Constitutional ratification. They consider the early stages in the development of the American republic, beginning to use evidence to write narrative essays.</p>	<p>8.3.3: Explain the Constitution and its success in implementing the ideals of the Declaration of Independence.</p> <p>8.3.4: 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), and the status of American Indian nations.</p> <p>8.3.6: 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.</p> <p>8.4.3: Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., their views of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding, and assumption of the revolutionary debt).</p>	<p>8.3.1: Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p> <p>8.3.2: Analyze the Articles of Confederation and the reasons for its replacement by the Constitution.</p> <p>8.3.5: Describe the political philosophy underpinning the Constitution as specified in The Federalist Papers (by James Madison, Alexander Hamilton, and John Jay), and explain the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.</p> <p>8.3.7: Identify and explain the origins, purpose, and differing views of the framers on the issue of the separation of church and state.</p> <p>8.3.8: Explain the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment.</p> <p>8.3.9: Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>8.3.10: Explain the need and reasons for amendments to the Constitution.</p> <p>8.4.1: Analyze the principles and concepts codified in state</p>	<p>HCI.3: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>HCI.6: Students recognize the role of chance, oversight, and error in history.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.2a.i: Introduce a topic clearly, previewing what is to follow.</p> <p>WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.2c.i: Use appropriate and varied transitions to create cohesion.</p>

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<p>Unit 3 The Constitution: Creation and Compromise (continued)</p>	<p>(see previous page)</p>	<p>constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</p> <p>8.4.2: Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.4: Understand the significance of domestic resistance movements and the way in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).</p> <p>8.4.5: 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, and interest groups).</p> <p>8.4.6: 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, etc.</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>

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<p>Unit 4 A New Nation</p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students investigate the Early Republic period through a socio-political lens, focusing on early presidents and daily life in the United States. They read significant speeches to inform their understanding of key events, determining the difference in perspective between primary and secondary resources. Students learn to write a thesis statement and use evidence to support their claims.</p>	<p>8.5.1: Explain the policy significance of famous speeches (e.g., Washington’s farewell address, Jefferson’s 1801 inaugural address).</p> <p>8.9.2: Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court).</p>	<p>8.5.3: Describe daily life — including traditions in art, music, and literature — of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p> <p>8.6.1: Explain the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace.</p> <p>8.6.2: Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p> <p>8.7.3: 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).</p> <p>8.9.3: Describe the course and outcome of conflicts between American Indians and European settlers over land (Indian Wars).</p> <p>8.9.4: Describe the Indian Removal Act of 1830 and the land-exchange treaties that forced Native Americans who lived east of the Mississippi River further west, and the effect these policies had on Native American nations (e.g., Cherokee Nation versus Georgia).</p>	<p>HCI.3: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>HCI.6: Students recognize the role of chance, oversight, and error in history.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.1a.i: Introduce claim(s) about a topic or issue.</p> <p>WHST.6-8.1c.ii: Clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1b.i: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.</p> <p>WHST.6-8.1b.ii: Support claim(s) using credible sources.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 5 Westward Expansion</p> <p><i>Block: 9 days</i> <i>(End of 1st Advisory 11/2, End of 3rd Advisory 3/29)</i> <i>Traditional: 18 days</i> <i>(End of 2nd Advisory 1/25)</i></p> <p>Students discuss the effects of westward expansion, including the benefits of growth and the costs to American Indian civilizations. Students weigh historical information, discern historical truths, and evaluate sources by investigating American interactions with non-European populations. They continue developing thesis statements and start writing essays to support their claims.</p>	<p>8.6.3: Identify on a map the changing boundaries of the United States and the relationships the country had with its neighbors (currently Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and explain how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.9.5: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., accounts of the removal of Indians, the Cherokees’ Trail of Tears, and settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>	<p>8.5.2: Explain and identify on a map the territorial expansion during the terms of the first four presidents (e.g., the Lewis and Clark expedition, the Louisiana Purchase).</p> <p>8.7.1: Locate and identify the states that made up the Northern region of the United States on a map.</p> <p>8.8.1: Locate and identify the states that made up the Southern region of the United States on a map.</p> <p>8.8.3: Explain the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.9.1: Locate and identify the states that made up the Western region of the United States on a map.</p> <p>8.9.6: Locate the great rivers on a map, and explain their importance and the struggle over water rights.</p> <p>8.9.7: Describe the role of pioneer women and the new status that Western women achieved (e.g., Narcissa Prentiss Whitman, Mary Fields “Stagecoach Mary,” slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869).</p>	<p>HCI.9: Students frame questions that can be answered by historical study and research.</p> <p>HCI.10: Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.</p> <p>HCI.13: Students assess the credibility and reliability of Internet sources.</p> <p>HCI.14: Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used,</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>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).</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.1a.i: Introduce claim(s) about a topic or issue.</p> <p>WHST.6-8.1c.ii: Clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1b.i: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.</p> <p>WHST.6-8.1b.ii: Support claim(s) using credible sources.</p>

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<p>Unit 5 Westward Expansion (continued)</p>	<p>(see previous page)</p>	<p>8.9.8: Describe Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land grant system, and economies.</p> <p>8.9.9: Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p> <p>8.13.4: Explain the connection between the ideology of Manifest Destiny and accelerated economic growth of the United States in the late 19th century (e.g., connection between U.S. business interests and military intervention in Mexico, Central America, and the Caribbean).</p>	<p>author’s perspectives).</p>	<p>(see previous page)</p>	<p>(see previous page)</p>

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<p>Unit 6 Industrializing America</p> <p><i>Block: 6 days</i> <i>Traditional: 12 days</i></p> <p>Students study the geography of American regions to compare the agrarian economy of the South with the industrialized economy of the North. Students examine the effects of industrialization on the Northern states, including technological changes and shifts to urban areas as they experienced booms in immigration and ethnic diversity. They will conduct research to develop a better understanding industrialization, using evidence like quotations in their writing.</p>	<p>8.5.4: 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).</p> <p>8.7.2 Describe 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).</p>	<p>8.7.4: List and describe 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).</p> <p>8.8.2 Describe the development of the agrarian economy in the South, the locations of the cotton producing states, and the significance of cotton and the cotton gin.</p>	<p>GS.10: Students apply the concept of region and regions’ patterns of change to the study of the natural and human characteristics of places.</p> <p>HCI.3: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8b: Use search terms effectively.</p> <p>WHST.6-8.8e: Avoid plagiarism.</p> <p>WHST.6-8.2b.ii: Develop topic with relevant quotations.</p> <p>WHST. 6-8.8f: Follow a standard format for citation.</p> <p>WHST.6-8.5c: With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p>WHST.6-8.5b: With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>

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<p>Unit 7 Early Reform Era</p> <p><i>Block: 6 days</i> <i>Traditional: 12 days</i></p> <p>Students study the causes and consequences of reform movements during the early to mid-nineteenth century, including: women’s suffrage, abolitionism, immigration policy, and workers’ rights. They read primary sources related to these reforms, considering the impact of text structure and the development of arguments in writing.</p>	<p>8.7.6 Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas (Germans, Irish, Jews, and black Yankees), and describe the political struggles among them.</p> <p>8.7.8: Explain the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony).</p> <p>8.10.3: Identify the various leaders of the abolitionist movement (e.g., John Quincy Adams, his proposed constitutional amendment and the Amistad case; John Brown and the armed resistance; Harriet Tubman and the Underground Railroad; Theodore Weld, crusader for freedom; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; Martin Delany and The Emigration Cause; and Sojourner Truth and “Ain’t I a Woman”).</p>	<p>8.7.7: 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.</p> <p>8.7.9: Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Frances Ellen Watkins Harper, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow).</p> <p>8.10.1: Describe the abolition of slavery in early state constitutions.</p> <p>8.10.2: Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.</p>		<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8b: Use search terms effectively.</p> <p>WHST.6-8.8e: Avoid plagiarism.</p> <p>WHST.6-8.2b.ii: Develop topic with relevant quotations.</p> <p>WHST. 6-8.8f: Follow a standard format for citation.</p> <p>WHST.6-8.5c: With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p>WHST.6-8.5b: With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>

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<p>Unit 8 Causes of the Civil War</p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i> <i>(End of 3rd Advisory 3/29)</i></p> <p>Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of the enslaved with the lives of freedmen, and determine causes for the expansion of both abolitionist and pro-slavery movements. They read primary and secondary sources about events leading to the Civil War, considering how information is conveyed using text and visuals.</p>	<p>8.8.4 Trace the development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delany, and Frederick Douglass and the historical documents on Nat Turner, Denmark Vesey).</p> <p>8.10.5 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. Sanford decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>8.11.2 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.</p>	<p>8.7.5: Describe the lives of black Americans who gained freedom in the North and founded mutual aid societies, schools, and churches to advance their rights and communities.</p> <p>8.10.4: Describe 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.</p> <p>8.10.6 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.</p> <p>8.10.7: Describe the lives of free blacks and the laws that limited their freedom and economic opportunities (e.g., Cincinnati riots and the Ohio Black Codes).</p> <p>8.11.1 Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.11.3: Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p>	<p>HCI.12: Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

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<p>Unit 9 The Civil War and Reconstruction</p> <p><i>Block: 12 days</i> <i>(End of 2nd Advisory 1/25, End of 4th Advisory 6/20)</i> <i>Traditional: 24 days</i> <i>(End of 4th Advisory 6/20)</i></p> <p>Students study the Civil War, including military confrontations between the North and South. Students analyze and compare secondary sources with primary sources, such as Civil War letters, diaries, and photographs. Students then consider Reconstruction, the accomplishments of African Americans during the period, and reactions of the South to Reconstruction policies. As students analyze the politics of Reconstruction, they learn to evaluate a source’s author and his/her motives for writing a particular work.</p>	<p>8.11.7: Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.</p> <p>8.12.2: List and describe the original aims of Reconstruction (e.g., to reunify the nation) and its effects on the political and social structures of different regions.</p>	<p>8.11.4: Describe Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence (e.g., his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865).</p> <p>8.11.5: Explain the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.11.6: Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw.</p> <p>8.11.8: Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p> <p>8.12.1: Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction.</p> <p>8.12.3: Explain 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.</p> <p>8.12.4: Trace the rise of the Ku Klux Klan and vigilante justice.</p> <p>8.12.5: Explain the movement of both white Northern entrepreneurs (carpetbaggers) and black Yankees from the North to the South and their reasons for doing so.</p>	<p>GS.11: Students use geographic knowledge and skills to analyze historical and contemporary issues.</p> <p>HCI.15: Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

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<p>Unit 9 The Civil War and Reconstruction (continued)</p>	<p>(see previous page)</p>	<p>8.12.6: Explain 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, the Exodusters).</p> <p>8.12.7: Outline the pulling out of the federal army and its troops from the South due to an agreement negotiated by a bipartisan Congressional Commission, thus ending Reconstruction.</p> <p>8.13.1: Explain the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.13.2: Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy (e.g., Italians, Jews, Greeks, Slavs, and Asians); the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity; and the new wave of nativism.</p> <p>8.13.3: Explain ecological, economic, and race factors that contributed to the start of the mass migration of African Americans from the Southern regions of the United States to the Northeast and Midwest regions.</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>