Solicitation (RFP) No. GAGA-2014-R-0057:
Online Social Studies Growth Assessments and Online Delivery and Data Systems

ATTACHMENT J.10

SECTION C.2 APPLICABLE DOCUMENTS

DCPS OFFICE OF THE CHIEF ACADEMIC OFFICER 6TH GRADE UNITED STATES HISTORY SCOPE AND SEQUENCE DATED DECEMBER 2012

14 PAGES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chief Academic Officer

6th Grade Geography 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 **Introduction and Skills**	11 days	22 days	Students investigate the division of the world into regions and continents and begin to ask geographic questions to analyze the changing perspectives represented by maps. They access a variety of sources (texts, maps, and other visuals) to discover the value of different types of sources.	6.1.7, 6.1.8, 6.2.1 Regions, Geographic questions, Basic geography of the world	6.1.1-6.1.3, 6.1.5, 6.1.6, 6.1.9, 6.1.10, 6.2.2, 6.2.3	GS.1, GS.2, GS.7 Longitude and latitude, Maps, Changing perceptions	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 Americas**	16 days	31 days (End of 1st Advisory 11/2)	Students engage in regional studies in Units 2-7, beginning with the Americas to build on U.S. History from grades 4 and 5. They analyze the reciprocal relationship between the environment, climate, and human societies, while tracing the impact of geography on religion, culture, and economic systems in North and South America. Students read maps and complex texts, summarizing, citing evidence, and engaging in explicit vocabulary instruction.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.2.4, 6.3.7, 6.3.8, 6.3.10, 6.4.6, 6.4.8, 6.4.9,	GS.3, GS.4, GS.5 Empire maps, Geography and culture, Migration	RH.6-8.1, RH.6-8.2 , RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	
Unit 3 **Middle East and North Africa**	8 days	16 days	Students continue regional study by analyzing the relationship between the environment, climate, and human societies in the Middle East and North Africa. They examine how religion is reflected in culture with particular emphasis on Judaism, Christianity, and Islam. Students consider primary and secondary sources, citing evidence of differences in perspective, and using evidence in written responses.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.9, 6.3.10, 6.4.3, 6.4.8, 6.4.9, 6.6.9	GS.8, GS.6 Conflict, Current events	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 **South Asia and Oceania**	11 days (End of 1st Advisory 11/2 End of 3rd Advisory 3/29)	22 days (End of 2nd Advisory 1/25)	Students continue regional study by focusing on the Indian subcontinent, with references to Australia and Pacific islands. They analyze the trend of urbanization and its causes and effects as related to the geography of the region. Additionally, students examine push and pull factors influencing historical patterns of human migration and social systems. They continue using texts and maps to summarize, using evidence to justify thesis statements provided by the teacher.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.10, 6.4.1-6.4.3, 6.4.6, 6.4.8, 6.4.9, 6.5.9-6.5.11, 6.6.2, 6.6.3	GS.10 Humans and natural systems	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 **East Asia**	8 days	16 days	Students determine the environmental advantages of East Asia and how it caused the development of densely populated societies. They investigate the impact of geography on economic systems, the development of cultural values, and the origin and diffusion of religions. Students read maps and complex texts, determining cause and effect relationships and the perspective of the author or cartographer.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.10, 6.4.1-6.4.4, 6.4.6, 6.4.8, 6.4.9	GS.9 Humans and natural systems	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 **Europe**	9 days	19 days (End of 3rd Advisory 3/29)	Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.7, 6.3.9, 6.3.10, 6.4.1-6.4.3, 6.4.6, 6.4.8, 6.4.9	GS.9 Humans and natural systems	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8. 5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing

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 7 **Africa**	6 days	12 days	Students determine the influence of environment and climate on human settlement in and migration from Africa. Students develop an understanding of the features of African geography that provide benefits, as well as those which represent challenges. They study the interconnectivity between geography and culture, religion, and economic systems, using primary and secondary sources.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.9, 6.3.10, 6.4.4, 6.4.8, 6.4.9		RH.6-8.1, RH.6-8. 5, RH.6-8. 8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8.5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
Unit 8 **Physical Systems and Natural Disasters**	11 days (End of 2nd Advisory 1/25 End of 4th Advisory 6/20)	22 days (End of 4th Advisory 6/20)	Students explore the elements and nature of physical processes of the earth, with attention to how these processes can lead to natural disasters for humans. Students review the previously studied regions through the lens of the impact of natural disasters and peoples' reaction to them. They draw evidence from diverse types of resources, including: texts, maps, and photographs.	6.5.6, 6.6.2 Physical processes, Natural Disasters	6.2.5, 6.3.4, 6.5.1-6.5.5, 6.5.7-6.5.11, 6.6.1-6.6.3, 6.6.4, 6.6.6-6.6.88		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 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
Unit 1 **Introduction and Skills** *Block: 11 days* *Traditional: 22 days* Students investigate the division of the world into regions and continents and begin to ask geographic questions to analyze the changing perspectives represented by maps. They access a variety of sources (texts, maps, and other visuals) to discover the value of different types of sources.	**6.1.7:** Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion. **6.1.8:** Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions. **6.2.1:** Name and locate the world's continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities.	**6.1.1:** Demonstrate that, in attempting to represent the round Earth on flat paper, all maps distort. **6.1.2:** Explain that maps contain spatial elements of point, line, area, and volume. **6.1.3:** Locate cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the Eastern and Western hemispheres. **6.1.5:** Explain how latitude affects climates of continents. **6.1.6:** Explain the relationship between lines of longitude and time zones. **6.1.9:** Give examples of how maps can be used to convey a point of view, so that critical analysis of map sources is essential. **6.1.10:** Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making. **6.2.2:** Give examples and analyze ways in which people's changing views of places and regions reflect cultural change. **6.2.3:** Explain that the concept of "region" has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.	**GS.1:** Students explain Earth's grid system and are able to locate places using degrees of latitude and longitude. **GS.2:** Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts. **GS.7:** Students assess how people's changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people's experiences of diverse cultures and places influences their perceptions and viewpoints.	**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.6-8.10:** By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 2 **The Americas** *Block: 16 days* *Traditional: 31 days* *(End of 1st Advisory 11/2)* Students engage in regional studies in Units 2-7, beginning with the Americas to build on U.S. History from grades 4 and 5. They analyze the reciprocal relationship between the environment, climate, and human societies, while tracing the impact of geography on religion, culture, and economic systems in North and South America. Students read maps and complex texts, summarizing, citing evidence, and engaging in explicit vocabulary instruction.	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.2.4:** Give examples of critical issues that may be region-specific and others that cross regional boundaries within the United States. **6.3.7:** Map the distribution pattern of the world's major languages, and explain the concept of a lingua franca (a widely used second language; a language of trade and communication). **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.6:** Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.	**GS.3:** Students create maps that show the growth and decline of empires. **GS.4:** Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the subcategories of physical and cultural characteristics when describing any given place. **GS.5:** Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 3 **Middle East and North Africa** *Block: 8 days* *Traditional: 16 days* Students continue regional study by analyzing the relationship between the environment, climate, and human societies in the Middle East and North Africa. They examine how religion is reflected in culture with particular emphasis on Judaism, Christianity, and Islam. Students consider primary and secondary sources, citing evidence of differences in perspective, and using evidence in written responses.	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.3.9:** Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.3:** Explain that the internal structure of cities varies in different regions of the world and give examples. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. **6.6.9:** Explain why oil, one of the major resources of North Africa, West Africa, and the Middle East, is important to the economic and political stability of the hemisphere and the world.	**GS.8:** Students identify and explain process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales. **GS.6:** Students study current events to identify the characteristics, distribution, and complexity of earth's cultural mosaics.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.2a.i:** Introduce a topic clearly, previewing what is to follow. **WHST.6-8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2c.i:** Use appropriate and varied transitions to create cohesion.

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
Unit 4 **South Asia and Oceania** *Block: 11 days* *(End of 1st Advisor. 11/2* *End of 3rd Advisory 3/29)* *Traditional: 22 days* *(End of 2nd Advisory 1/25)* Students continue regional study by focusing on the Indian subcontinent, with references to Australia and Pacific islands. They analyze the trend of urbanization and its causes and effects as related to the geography of the region. Additionally, students examine push and pull factors influencing historical patterns of human migration and social systems. They continue using texts and maps to summarize, using evidence to justify thesis statements provided by the teacher. ***Unit 4***	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.1:** Describe the worldwide trend toward urbanization, and graph this trend. **6.4.2:** Understand the relationships between changing transportation technologies and increasing urbanization. **6.4.3:** Explain that the internal structure of cities varies in different regions of the world and give examples. **6.4.6:** Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic	**GS.10:** Students apply the concept of regions and their patterns of change to the study of the natural and human characteristics of places.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.

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
South Asia and Oceania (continued)	(see previous page)	activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. **6.5.9:** Map with precision the occurrence of earthquakes on Earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability. **6.5.10:** Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time. **6.5.11:** Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution. **6.6.2:** Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires. **6.6.3:** Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effects.	(see previous page)	(see previous page)	(see previous page)

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
Unit 5 **East Asia** *Block: 8 days* *Traditional: 16 days* Students determine the environmental advantages of East Asia and how it caused the development of densely populated societies. They investigate the impact of geography on economic systems, the development of cultural values, and the origin and diffusion of religions. Students read maps and complex texts, determining cause and effect relationships and the perspective of the author or cartographer.	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.1:** Describe the worldwide trend toward urbanization, and graph this trend. **6.4.2:** Understand the relationships between changing transportation technologies and increasing urbanization. **6.4.3:** Explain that the internal structure of cities varies in different regions of the world and give examples. **6.4.4:** Analyze the changing structure and functions of cities over time. **6.4.6:** Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.	**GS.9:** Students explain the effects of interactions between humans and natural systems, including how humans depend upon natural resources and adapt to and affect the natural environment.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **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). **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.6-8.10:** By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.

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
Unit 6 **Europe** *Block: 9 days* *Traditional: 19 days* *(End of 3rd Advisory 3/29)* Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions. ***Unit 6***	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.3.7:** Map the distribution pattern of the world's major languages, and explain the concept of a lingua franca (a widely used second language; a language of trade and communication). **6.3.9:** Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.1:** Describe the worldwide trend toward urbanization, and graph this trend. **6.4.2:** Understand the relationships	**GS.9:** Students explain the effects of interactions between humans and natural systems, including how humans depend upon natural resources and adapt to and affect the natural environment.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Europe (continued)	(see previous page)	between changing transportation technologies and increasing urbanization. **6.4.3:** Explain that the internal structure of cities varies in different regions of the world and give examples. **6.4.6:** Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.	(see previous page)	(see previous page)	(see previous page)

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
Unit 7 **Africa** *Block: 6 days* *Traditional: 12 days* Students determine the influence of environment and climate on human settlement in and migration from Africa. Students develop an understanding of the features of African geography that provide benefits, as well as those which represent challenges. They study the interconnectivity between geography and culture, religion, and economic systems, using primary and secondary sources.	**6.3.1:** Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian). **6.3.5:** Map the distribution patterns of the world's major religions, and identify architectural features associated with each. **6.3.8:** Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. **6.4.5:** Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.	**6.1.4:** Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains. **6.3.9:** Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict. **6.3.10:** Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one. **6.4.4:** Analyze the changing structure and functions of cities over time. **6.4.8:** Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights. **6.4.9:** Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.		**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 8 **Physical Systems and Natural Disasters** *Block: 11 days* *(End of 2nd Advisory 1/25, End of 4th Advisory 6/20)* *Traditional:22 days* *(End of 4th Advisory 6/20)* Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.	**6.5.6:** Integrate understandings concerning the physical processes that shape Earth's surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition. **6.6.2:** Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.	**6.2.5:** Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region. **6.3.4:** Relate population growth rates to health statistics, food supply, or other measures of well-being. **6.5.1:** Recall and apply knowledge concerning Earth-sun relationships, including "reasons for seasons" and time zones. **6.5.2:** Categorize elements of the natural environment as belonging to one of the four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere. **6.5.3:** Explain the difference between weather and climate. **6.5.4:** Identify and account for the distribution pattern of the world's climates. **6.5.5:** Describe distinct patterns of natural vegetation and biodiversity and their relations to world climate patterns. **6.5.7:** Give specific examples, in terms of places where they occur, of the physical processes that shape Earth's surface. **6.5.8:** Describe the ways in which Earth's physical processes are dynamic and interactive. **6.5.9:** Map with precision the occurrence of earthquakes on Earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability. **6.5.10:** Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of		**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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. (see previous page)	**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. (see previous page)

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
Unit 8 **Physical Systems and Natural Disasters** (continued)	(see previous page)	time. **6.5.11:** Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution. **6.6.1:** Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction. **6.6.2:** Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires. **6.6.3:** Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effects. **6.6.4:** Evaluate how and why the ability of Earth to feed its people has changed over time. **6.6.6:** Assess how people's perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use. **6.6.7:** Explain and evaluate the relationships between agricultural land uses and the environment (grazing, grain cropping, and tree farming). **6.6.8:** Develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.	(see previous page)		

Solicitation (RFP) No. GAGA-2014-R-0057:
Online Social Studies Growth Assessments and Online Delivery and Data Systems

ATTACHMENT J.11

SECTION C.2 APPLICABLE DOCUMENTS

DCPS OFFICE OF THE CHIEF ACADEMIC OFFICER 7TH GRADE UNITED STATES HISTORY SCOPE AND SEQUENCE DATED DECEMBER 2012

9 PAGES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chief Academic Officer

7th Grade Ancient 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 **Early Humans**	13 days	26 days	Students trace the emergence of civilization, considering the ways humans adapted to their environments depending on the natural resources available. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.	7.2, 7.3.4 Agriculture, Hammurabi's code	7.1.1-7.1.5, 7.3.1, 7.3.2	GS.5, GS.9 Migration, interaction between humans and natural systems	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 **Ancient Egypt and Israel**	15 days	30 days (End of 1st advisory 11/2)	Students explore the Ancient Egyptian and Hebrew peoples, focusing on how societies and religion operate in reciprocal relationships. Students deepen their analyses of sources, using research and pre-writing skills to write historical narratives with effective introductions, conclusions, and transitions.	7.3.5, 7.7.2, 7.7.3 Polytheism, Hebrews, Judaism	7.3.3, 7.3.6-7.3.11, 7.6.1-7.6.5, 7.7.1, 7.7.4-7.7.6	HCI.12, GS.2 Primary and secondary sources, Maps	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 3 **Civilization and Religion in India**	10 days	20 days	Students consider how civilizations in India emerged along river valleys because of favorable geographic conditions. They also compare the common characteristics of early Indian societies, including of government, social structure, politics, religion, writing, and art. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	7.4.2, 7.4.4, 7.10.1, 7.10.3 Harrapan civilization, Caste system, Hinduism, Buddhism	7.4.1, 7.4.3, 7.4.5, 7.10.2, 7.10.4, 7.10.5	HCI.1, HCI.2 Major events, Timelines	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	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	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 **Ancient Greece, from Tyranny to Democracy**	15 days (End of 1st Advisory 11/2 End of 3rd Advisory 3/29)	30 days (End of 2nd Advisory 1/25)	Students explain the influence of Ancient Greece on the modern world, specifically the power of people in shaping government. Students also recognize the importance of charismatic leaders and military conquest in cultural diffusion. Students read primary source accounts from political leaders, using evidence to support claims in a thesis-based essay.	7.8.3, 7.8.9 Political developments, Alexander the Great	7.8.1, 7.8.2, 7.8.4-7.8.8, 7.8.10	HCI.5, HCI.10 Continuity, Opinion and fact	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8. 5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
Unit 5 **Roman Republic and Empire**	15 days	30 days (End of 3rd Advisory 3/29)	Students describe Republican influences on modern civilization. They also explore the Roman Empire, including the cycles of order and disorder and the decline that often follows imperial expansion. Students learn to edit one another's writing and use feedback to make revisions for a final draft.	7.9.3, 7.9.4, 7.9.6 Roman Republic, Empire, Religion	7.9.1, 7.9.2, 7.9.5, 7.9.7-7.9.10	HCI.2, GS.3 Timelines, Empire	RH.6-8.1, RH.6-8.5, RH.6-8. 8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	
Unit 6 **Chinese Civilization**	12 days (End of 2nd Advisory 1/25 End of 4th Advisory 6/20)	24 days (End of 4th Advisory 6/20)	Students trace the development of civilization and dynasty in China, focusing on the importance of geography. Students study how societies and religion shape each other, as well as the power of political organization, trade, and technology. Students publish their research papers using an online medium.	7.5.2, 7.5.4, 7.11.2, 7.11.3 Chinese societies, Shang dynasty, Han Dynasty, Confucianism	7.5.1, 7.5.3, 7.5.5 7.11.1, 7.11.4, 7.11.5	HCI.3, HCI.15, GS.3 Central issues, Generalizations, Empire	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 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
Unit 1 **Early Humans** *Block: 13 days* *Traditional: 26 days* Students trace the emergence of civilization, considering the ways humans adapted to their environments depending on the natural resources available. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.	**7.2:** Describe how the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, the Stone City of Great Zimbabwe). **7.3.4:** Understand the significance of Hammurabi's Code and the basic principle of justice contained within the code.	**7.1.1:** Trace the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. **7.1.2:** Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments. **7.1.3:** Explain the evidence supporting hominid origin in East Africa. **7.1.4:** Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and Asia, and later to the Americas and Australia. **7.1.5:** Describe the characteristics of hunter-gatherer societies of the Paleolithic Age (e.g., use of tools and fire, hunting weapons, and typical division of labor by gender). **7.3.1:** Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. **7.3.2:** Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	**GS.5:** Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history. **GS.9:** Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8.5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 2 **Ancient Egypt and Israel** *Block: 15 days* *Traditional: 30 days* *(End of 1st Advisory 11/2)* Students explore the Ancient Egyptian and Hebrew peoples, focusing on how societies and religion operate in reciprocal relationships. Students deepen their analyses of sources, using research and pre-writing skills to write historical narratives with effective introductions, conclusions, and transitions.	**7.3.5:** Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt. **7.7.2:** Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. **7.7.3:** Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; practice of the concepts of righteousness and justice; and importance of study.	**7.3.3:** Identify the location of the Kush civilization and its political, commercial, and cultural relations with Egypt. **7.3.6:** Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great. **7.3.7:** Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts). **7.3.8:** Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt. **7.3.9:** Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza. **7.3.10:** Trace the evolution of language, its written forms (for record keeping, tax collection, and more permanent preservation of ideas), and the invention of papyrus in the early river civilizations. **7.3.11:** Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. **7.6.1:** Describe the Olmec's highly developed agricultural system. **7.6.2:** Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks.	**HCI.12:** Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately. **GS.2:** Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.2a.i:** Introduce a topic clearly, previewing what is to follow. **WHST.6-8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2c.i:** Use appropriate and varied transitions to create cohesion.

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
Unit 2 **Ancient Egypt and Israel** (continued)	(see previous page)	**7.6.3:** Describe the creation of syllabic and hieroglyphic writing systems and an accurate calendar. **7.6.4:** Explain the religious traditions, including the worship of gods, goddesses, and Shamanistic rituals. **7.6.5:** Describe characteristics of the Olmec architecture, sculpture, and stone carvings, such as the colossal heads. **7.7.1:** Identify the location of ancient Israel. **7.7.4:** Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. **7.7.5:** Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. **7.7.6:** Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	(see previous page)	(see previous page)	(see previous page)

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
Unit 3 **Civilization and Religion in India** *Block: 10 days* *Traditional: 20 days* Students consider how civilizations in India emerged along river valleys because of favorable geographic conditions. They also compare the common characteristics of early Indian societies, including of government, social structure, politics, religion, writing, and art. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	**7.4.2:** Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization. **7.4.4:** Describe the development of Sanskrit literature and its relationship to the development of the caste system. **7.10.1:** Identify the major beliefs and practices of Brahmanism and how they evolved into early Hinduism. **7.10.3:** Describe the story and teachings of the Buddha.	**7.4.1:** Locate the early civilization of the Indus Valley. **7.4.3:** Describe the Vedic hymns and the beginnings of what would later become Hinduism. **7.4.5:** Identify the causes of the decline and collapse of this civilization (the first successive waves of Aryans invade portions of the subcontinent). **7.10.2:** Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. **7.10.4:** Describe the achievements of the emperor Ashoka and his contribution to the expansion of Buddhism in the Indian subcontinent. **7.10.5:** Describe the growth of trade and commerce in the ancient civilization.	**HCI.1:** Students explain how major events are related to one another in time. **HCI.2:** Students construct various time lines of key events, people, and periods of the historical era they are studying.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **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). **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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.1ci:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.

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
Unit 4 **Ancient Greece, from Tyranny to Democracy** *Block: 15 days* *(End of 1st Advisor. 11/2* *End of 3rd Advisory 3/29)* *Traditional: 30 days* *(End of 2nd Advisory 1/25)* Students explain the influence of Ancient Greece on the modern world, specifically the power of people in shaping government. Students also recognize the importance of charismatic leaders and military conquest in cultural diffusion. Students read primary source accounts from political leaders, using evidence to support claims in a thesis-based essay.	**7.8.3:** Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). **7.8.9:** Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	**7.8.1:** Identify the location of Ancient Greece. **7.8.2:** Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. **7.8.4:** Explain the democratic political concepts developed in ancient Greece (i.e., the polis or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). **7.8.5** State the key differences between Athenian, or direct democracy, and representative democracy. **7.8.6.** Outline the founding, expansion, and political organization of the Persian Empire. **7.8.7** Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. **7.8.8** Compare and contrast life in Athens to Sparta, with emphasis on the daily life of women and children, the games and sports of the Olympiad, the education of youths, the trial of Socrates, and their roles in the Persian and Peloponnesian Wars. **7.8.10:** Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripedes, and Thucydides).	**HCI.5:** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. **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.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.1b.ii:** Support claim(s) using credible sources. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8. 5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8. 5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 5 **Roman Civilization** *Block: 15 days* *Traditional: 30 days* *(End of 3rd Advisory 3/29)* Students describe Republican influences on modern civilization. They also explore the Roman Empire, including the cycles of order and disorder and the decline that often follows imperial expansion. Students learn to edit one another's writing and use feedback to make revisions for a final draft.	**7.9.3:** Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.). **7.9.4:** Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. **7.9.6:** Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)	**7.9.1:** Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes. **7.9.2:** Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. **7.9.5:** Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. **7.9.7:** Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. **7.9.8:** Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law. **7.9.9:** Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. **7.9.10:** Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire.	**HCI.2:** Students construct various time lines of key events, people, and periods of the historical era they are studying. **GS.3:** Students create maps that show the growth and decline of empires.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.1b.ii:** Support claim(s) using credible sources. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 6 **Chinese Civilization** *Block: 12 days* *(End of 2nd Advisory 1/25, End of 4th Advisory 6/20)* *Traditional: 24 days* *(End of 4th Advisory 6/20)* Students trace the development of civilization and dynasty in China, focusing on the importance of geography. Students study how societies and religion shape each other, as well as the power of political organization, trade, and technology. Students publish their research papers using an online medium.	**7.5.2:** Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. **7.5.4:** Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion. **7.11.2:** Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and internal political stability and its influence outside of China. **7.11.3:** Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time.	**7.5.1:** Identify the location of the early Chinese agrarian societies that emerged. **7.5.3:** Identify the uses and significance of bronze making technology. **7.5.5:** Describe the development of a writing system based on ideographs of characters that symbolize conceptual ideas. **7.11.1:** Explain China's reunification under the Qin Dynasty after the disunification of the warring states period. **7.11.4:** Explain the adoption of Buddhism and its diffusion northward to China during the Han Dynasty. **7.11.5:** Describe the foreign trade through the Silk Roads and the sea.	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. **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. **GS.3:** Students create maps that show the growth and decline of empires.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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.	**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.

ATTACHMENT J.12

SECTION C.2 APPLICABLE DOCUMENTS

DCPS OFFICE OF THE CHIEF ACADEMIC OFFICER
8th GRADE UNITED STATES HISTORY SCOPE AND SEQUENCE
DATED DECEMBER 2012

15 Pages

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chief Academic Officer

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 1st 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 1st Advisory 11/2, End of 3rd Advisory 3/29)	18 days (End of 2nd 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	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8. 5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
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 3rd 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 2nd Advisory 1/25, End of 4th Advisory 6/20)	24 days (End of 4th 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
Unit 1 **Colonial America** *Block: 8 days* *Traditional: 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:** 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. **8.1.4:** Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development. **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). **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).	**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. **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). **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. **8.1.7:** Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land. **8.1.8:** Explain geographic reasons for the development of communications and smuggling within the colonies (irregular coastlines, need for products not produced locally). **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.	**HCI.7:** Students recognize that interpretations of history are subject to change as new information is uncovered. **HCI.8:** Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues. **HCI.11:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 2 **The American Revolution** *Block: 8 days* *Traditional: 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:** 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"). **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).	**8.2.1:** Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. **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. **8.2.5:** Analyze how the American Revolution influenced other nations' revolutions. **8.2.6:** Explain the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. **8.2.7:** Describe the functions and responsibilities of a free press.	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 3 **The Constitution: Creation and Compromise** *Block: 11 days* *Traditional: 22 days* *(End of 1st 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:** Explain the Constitution and its success in implementing the ideals of the Declaration of Independence. **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. **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. **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).	**8.3.1:** Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. **8.3.2:** Analyze the Articles of Confederation and the reasons for its replacement by the Constitution. **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. **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. **8.3.8:** Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment. **8.3.9:** Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. **8.3.10:** Explain the need and reasons for amendments to the Constitution. **8.4.1:** Analyze the principles and concepts codified in state	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. **HCI.6:** Students recognize the role of chance, oversight, and error in history.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.2a.i:** Introduce a topic clearly, previewing what is to follow. **WHST.6-8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2c.i:** Use appropriate and varied transitions to create cohesion.
Unit 3					

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
The Constitution: Creation and Compromise (continued)	(see previous page)	constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. **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. **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). **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). **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.	(see previous page)	(see previous page)	(see previous page)

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
Unit 4 **A New Nation** *Block: 10 days* *Traditional: 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:** Explain the policy significance of famous speeches (e.g., Washington's farewell address, Jefferson's 1801 inaugural address). **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).	**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). **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. **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. **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). **8.9.3:** Describe the course and outcome of conflicts between American Indians and European settlers over land (Indian Wars). **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).	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. **HCI.6:** Students recognize the role of chance, oversight, and error in history.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.

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
Unit 5 **Westward Expansion** *Block: 9 days* *(End of 1st Advisory 11/2, End of 3rd Advisory 3/29)* *Traditional: 18 days* *(End of 2nd 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:** 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. **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.	**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). **8.7.1:** Locate and identify the states that made up the Northern region of the United States on a map. **8.8.1:** Locate and identify the states that made up the Southern region of the United States on a map. **8.8.3:** Explain the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. **8.9.1:** Locate and identify the states that made up the Western region of the United States on a map. **8.9.6:** Locate the great rivers on a map, and explain their importance and the struggle over water rights. **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).	**HCI.9:** Students frame questions that can be answered by historical study and research. **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. **HCI.13:** Students assess the credibility and reliability of Internet sources. **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,	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **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). **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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.
Unit 5					

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
Westward Expansion (continued)	(see previous page)	**8.9.8:** Describe Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land grant system, and economies. **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. **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).	author's perspectives).	(see previous page)	(see previous page)

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
Unit 6 **Industrializing America** *Block: 6 days* *Traditional: 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:** 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). **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).	**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). **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.	**GS.10:** Students apply the concept of region and regions' patterns of change to the study of the natural and human characteristics of places. **HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 7 ***Early Reform Era*** *Block: 6 days* *Traditional: 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** 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. **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). **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").	**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. **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). **8.10.1:** Describe the abolition of slavery in early state constitutions. **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.		**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 8 **Causes of the Civil War** *Block: 10 days* *Traditional: 20 days* *(End of 3rd 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** 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). **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). **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.	**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. **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. **8.10.6** Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. **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). **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. **8.11.3:** Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	**HCI.12:** Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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.	**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.

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
Unit 9 **The Civil War and Reconstruction** *Block: 12 days* *(End of 2nd Advisory 1/25, End of 4th Advisory 6/20)* *Traditional: 24 days* *(End of 4th 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:** 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. **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.	**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). **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. **8.11.6:** Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. **8.11.8:** Explain how the war affected combatants, civilians, the physical environment, and future warfare. **8.12.1:** Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. **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. **8.12.4:** Trace the rise of the Ku Klux Klan and vigilante justice. **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.	**GS.11:** Students use geographic knowledge and skills to analyze historical and contemporary issues. **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.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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.	**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.
Unit 9	(see previous page)	**8.12.6:** Explain the push-pull factors in the	(see previous page)	(see previous page)	(see previous page)

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
The Civil War and Reconstruction (continued)		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). **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. **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). **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. **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.			

ATTACHMENT J.12

SECTION C.2 APPLICABLE DOCUMENTS

DCPS OFFICE OF THE CHIEF ACADEMIC OFFICER
8th GRADE UNITED STATES HISTORY SCOPE AND SEQUENCE
DATED DECEMBER 2012

15 Pages

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chief Academic Officer

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 1st 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 1st Advisory 11/2, End of 3rd Advisory 3/29)	18 days (End of 2nd 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	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8. 5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
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 3rd 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 2nd Advisory 1/25, End of 4th Advisory 6/20)	24 days (End of 4th 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
Unit 1 **Colonial America** *Block: 8 days* *Traditional: 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:** 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. **8.1.4:** Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development. **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). **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).	**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. **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). **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. **8.1.7:** Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land. **8.1.8:** Explain geographic reasons for the development of communications and smuggling within the colonies (irregular coastlines, need for products not produced locally). **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.	**HCI.7:** Students recognize that interpretations of history are subject to change as new information is uncovered. **HCI.8:** Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues. **HCI.11:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 2 **The American Revolution** *Block: 8 days* *Traditional: 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:** 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"). **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).	**8.2.1:** Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. **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. **8.2.5:** Analyze how the American Revolution influenced other nations' revolutions. **8.2.6:** Explain the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. **8.2.7:** Describe the functions and responsibilities of a free press.	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	**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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.8a:** Gather relevant information from multiple print and digital sources. **WHST.6-8.8c:** Assess the credibility and accuracy of each source. **WHST.6-8. 5a:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.

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
Unit 3 **The Constitution: Creation and Compromise** *Block: 11 days* *Traditional: 22 days* *(End of 1st 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:** Explain the Constitution and its success in implementing the ideals of the Declaration of Independence. **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. **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. **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).	**8.3.1:** Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. **8.3.2:** Analyze the Articles of Confederation and the reasons for its replacement by the Constitution. **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. **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. **8.3.8:** Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment. **8.3.9:** Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. **8.3.10:** Explain the need and reasons for amendments to the Constitution. **8.4.1:** Analyze the principles and concepts codified in state	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. **HCI.6:** Students recognize the role of chance, oversight, and error in history.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.2a.i:** Introduce a topic clearly, previewing what is to follow. **WHST.6-8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented. **WHST.6-8.2c.i:** Use appropriate and varied transitions to create cohesion.
Unit 3					

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
The Constitution: Creation and Compromise (continued)	(see previous page)	constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. **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. **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). **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). **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.	(see previous page)	(see previous page)	(see previous page)

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
Unit 4 **A New Nation** *Block: 10 days* *Traditional: 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:** Explain the policy significance of famous speeches (e.g., Washington's farewell address, Jefferson's 1801 inaugural address). **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).	**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). **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. **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. **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). **8.9.3:** Describe the course and outcome of conflicts between American Indians and European settlers over land (Indian Wars). **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).	**HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. **HCI.6:** Students recognize the role of chance, oversight, and error in history.	**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.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic. **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.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.

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
Unit 5 **Westward Expansion** *Block: 9 days* *(End of 1st Advisory 11/2, End of 3rd Advisory 3/29)* *Traditional: 18 days* *(End of 2nd 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:** 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. **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.	**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). **8.7.1:** Locate and identify the states that made up the Northern region of the United States on a map. **8.8.1:** Locate and identify the states that made up the Southern region of the United States on a map. **8.8.3:** Explain the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. **8.9.1:** Locate and identify the states that made up the Western region of the United States on a map. **8.9.6:** Locate the great rivers on a map, and explain their importance and the struggle over water rights. **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).	**HCI.9:** Students frame questions that can be answered by historical study and research. **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. **HCI.13:** Students assess the credibility and reliability of Internet sources. **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,	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **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). **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.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**WHST.6-8.1a.i:** Introduce claim(s) about a topic or issue. **WHST.6-8.1c.ii:** Clarify the relationships among claim(s), counterclaims, reasons, and evidence. **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. **WHST.6-8.1b.ii:** Support claim(s) using credible sources.
Unit 5					

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
Westward Expansion (continued)	(see previous page)	**8.9.8:** Describe Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land grant system, and economies. **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. **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).	author's perspectives).	(see previous page)	(see previous page)

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
Unit 6 **Industrializing America** *Block: 6 days* *Traditional: 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:** 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). **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).	**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). **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.	**GS.10:** Students apply the concept of region and regions' patterns of change to the study of the natural and human characteristics of places. **HCI.3:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5**: Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 7 ***Early Reform Era*** *Block: 6 days* *Traditional: 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** 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. **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). **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").	**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. **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). **8.10.1:** Describe the abolition of slavery in early state constitutions. **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.		**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text. **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.	**WHST.6-8.8b:** Use search terms effectively. **WHST.6-8.8e:** Avoid plagiarism. **WHST.6-8.2b.ii:** Develop topic with relevant quotations. **WHST. 6-8.8f:** Follow a standard format for citation. **WHST.6-8.5c:** With some guidance and support from peers and adults, develop and strengthen writing as needed by editing. **WHST.6-8.5b:** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.

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
Unit 8 **Causes of the Civil War** *Block: 10 days* *Traditional: 20 days* *(End of 3rd 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** 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). **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). **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.	**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. **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. **8.10.6** Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. **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). **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. **8.11.3:** Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	**HCI.12:** Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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.	**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.

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
Unit 9 **The Civil War and Reconstruction** *Block: 12 days* *(End of 2nd Advisory 1/25, End of 4th Advisory 6/20)* *Traditional: 24 days* *(End of 4th 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:** 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. **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.	**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). **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. **8.11.6:** Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. **8.11.8:** Explain how the war affected combatants, civilians, the physical environment, and future warfare. **8.12.1:** Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. **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. **8.12.4:** Trace the rise of the Ku Klux Klan and vigilante justice. **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.	**GS.11:** Students use geographic knowledge and skills to analyze historical and contemporary issues. **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.	**RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **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.	**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.
Unit 9	(see previous page)	**8.12.6:** Explain the push-pull factors in the	(see previous page)	(see previous page)	(see previous page)

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
The Civil War and Reconstruction (continued)		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). **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. **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). **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. **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.			