

BCCS
8th grade U.S. History 1 Curriculum Map
 (Revised 5-1-09)

FALL		CREATING A NATION	
<u>Essential</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>Resource- Primary: <i>The American Republic to 1877-</i> Glencoe 2003</u>
F1.1	Describe the ideas, experiences, and interactions that influenced the colonists decisions to declare independence. Includes experiences with self government and interactions with the royal government of Great Britain after the French & Indian War.	limited government, republicanism, individual rights, common good, natural rights, representative government, John Locke, Thomas Jefferson, Thomas Paine	Ch 5
F1.2	Using the Declaration of Independence , including grievances at the end of the document, describe the role the document played in expressing the colonists views of government and reason for separating from Great Britain.	Proclamation of 1763. Intolerable acts, Stamp act, Sugar Acts, Thomas Jefferson	Ch. 6
F1.3	Describe the consequences of the American Revolution by analyzing the creation of the Articles of Confederations; birth of an independent republican government and concerns over the distribution of power.	Articles of Confederation, bicameral, republic, John Adams	Ch 7.
U5.1.2	Describe the Northwest Ordinance and its effect on the Banning of Slavery	Northwest Ordinance , slavery, Northwest Territory	Ch7.1, Sec 1 pg 196
U3.3.1	Explain the reasons for the adoption and failure of the Articles of Confederations	Shay's Rebellion, Articles of Confederation	
U3.3.2	Identify economic and political questions facing the nation during the period of the Articles of confederation and the opening of the Constitutional Convention.	Constitutional conventions	Ch 7., Sec 2
U3.3.3	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	states rights, slavery	Ch 7. Sec 2

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U3.3.5	Analyze the debates over the ratification of the Constitution from the perspective s of Federalists and Anti-Federalists and describe how states ratified the Constitution.	Federalists, Anti-Federalists, federalism, John Locke	Ch 7, Sec.3 pg 211-213
U3.3.4	Explain how the new constitution resolved the major issues including sharing, separating and checking power among the federal government institution, dual sovereignty (state-federal power) rights of individuals, the Electoral college, Three-Fifths Compromise and the Great compromise.	Constitution, dual sovereignty, electoral college, 3/5ths compromise, great compromise, Bill of Rights, federalism.	Ch. 7, Sec 2, Civics in Action Booklet pg 217-230
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U3.3.6	Explain how the Bill of Rights reflected the concepts of limited government, protections of basic freedoms and the fear of many Americans of a strong central government.	Bill of rights, limited government, federalism	Ch 7 Sec 3 pg 208 Civics in Action Booklet pg 217 - 230
U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, separations of powers, bicameralism, republicanism, and popular participation in government	Magna Carta, Bill of Rights, Constitution, limited government, natural rights separation of powers, checks & balances, legislative branch, judicial	Ch 7 Civics in Action Pg. 217-230

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FALL /WINTER - WESTWARD EXPANSION			
<u>Essential</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>Resource- Primary: <i>The American Republic to 1877- Glencoe 2003</i></u>
U4.1.1	Use Washington's farewell address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice.	George Washington	Ch 8, Sec 2 pg 266
U4.1.2	Explain the changes in American's relationships with other nations by analyzing treaties with American Indians Nations	Jay's Treaty, Pinckney's Treaty, Louisiana Purchase, War of 1812, Monroe Doctrine	Ch 8 Sec 2,3,4
U4.1.3	Explain how political parties emerged out of the competing ideas , experiences and fears of Thomas Jefferson and Alexander Hamilton despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over: 1. Relative power of the national government,	Thomas Jefferson, Alexander Hamilton, whiskey Rebellion, Alien and Sedition acts, National Bank	1) Ch 8. Sec 3, 2) Ch 8 Sec 2, 3) Ch 8 Sec 1 pg 261
U4.1.4	Explains the development of the power of the Supreme Court through the doctrine of judicial review as manifested in "Marbury v Madison" and the role of Chief Justice John Marshal and the Supreme Court in interpreting the power of the national government.	Marbury v Madison, John Marshal, judicial review, McCullouch v Maryland	Ch 9 Sec 1, pg 281
U4.2.3	Explain expansion, conquest, and settlement of the west through the Louisiana Purchase.	Louisiana Purchase	Ch 9, Sec 2
U4.2.1	Compare and contrast the social and economic systems of the Northeast and South with respect to geography and climate and the development of Agriculture- Industry-labor force-transportation-immigration- Race and class relations	Sectionalism	Ch 10. Sec 1 & 2

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U4.2.3	Explain the expansion, conquest, settlement of the West through the Indian Removal Act - Trail of Tears & manifest Destiny.	Trail of Tears, Manifest Destiny	Ch 11 Sec 2 Ch 12
U4.2.1	Explain the ideology of the institution of slavery, its policies and consequences.	Slavery	Ch 13 Pg 403-406
U5.1.1	Explain the differences in the lives of free blacks with the lives of free whites and enslaved peoples	Prejudice, discrimination	Ch 13
U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education	Horace Mann, American educational system, compulsory education	Ch 14, Sec 2, pg 413
U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionists leaders and the response of southern and northerners to the abolitionist movement.	John Brown, Harriet Tubman, Underground railroad, Sojourner Truth, Frederick Douglass, Abolitionist	Ch 14, Sec 2, pg 418-424
U5.1.5	Describe the resistance of enslaved people and the effects their actions before and during the Civil War	Nat Turner, Harriet Tubman, Underground Railroad, John Brown	Ch 14, Sec 2
U4.3.3	Analyze the antebellum women's rights movement by discussing the goals of its leaders and comparing the Seneca Falls resolution with the Declaration of Independence	suffrage, Susan B Anthony, Elizabeth Cady Stanton, Seneca Falls Resolution.	Ch 14. SEc3 Pg 425-428
U4.3.4	Analyze the goals and effects of the antebellum temperance movements	temperance movement	Ch 14
U4.3.5	Evaluate the role of religion in shaping antebellum reform movements	reform movement	Ch 14
WINTER/SPRING		THE CIVIL WAR & RECONSTRUCTION	
U5.1.4	Describe how the following increase sectional tensions: 1) The Missouri compromise 2) The Willmot Proviso 3) The Compromise of 1850 & Fugitive slave Act 4) The Kansas/Nebraska Act 5) The Dread Scott v Sanford decision 6) Changes in the Party System	Missouri compromise, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, Kansas/Nebraska Act, Dread Scott decision. Political party system reform	Chapter 15
U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states	Henry Clay, John Calhoun, Daniel Webster	Ch15. Sect 1

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U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals, rights of states, election of executive and slavery help explain the Civil War	Missouri compromise, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, Kansas/Nebraska Act, Dread Scott decision. Political party system reform	Chapter 15
U4.2.4	Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, institution of slavery, and the relations between free and slaveholding slaves	Missouri compromise, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, Kansas/Nebraska Act, Dread Scott decision. Political party system reform	Ch 15 Sec 1 & 2
U5.2.1	Explain the reasons why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South	State Secession	Ch 15, Sec 4
U5.2.2	Make an argument to explain the reasons why the North won the Civil war by considering the following: Critical Events & Battles-Political & Military leadership- advantages and disadvantages, (economical, political, geographic, demographic technological)	Border states, rebels, Yankees, Gettysburg, Antietam, Jefferson Davis, U. S. Grant, Robert E Lee, emancipation Proclamation, Abraham Lincoln	Ch 16
U5.2.3	Examine Abraham Lincoln's presidency with respect to Military & Political Leadership-Evolution of the Emancipation Proclamation, - Role of his significant writings & speeches,- relationship to the Declaration of Independence	Gettysburg address, Emancipation proclamation, Abraham Lincoln	Ch 16
U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples	54th Massachusetts	Ch 16, Sec 3 Pages 476-477
U5.2.5	Construct generalizations about how the war affected combatants, civilians, the physical environment and the future of warfare, including technological developments.	total war, William Sherman, Dorthea Dix, Clara Barton	Ch 16, Sec 4
U5.3.1	Describe the different positions concerning the reconstruction of Southern society and the nation including the positions of President Lincoln, President Johnson, Republicans, and African Americans	Reconstruction, Andrew Johnson	Ch 17, Sec 1 pg 500-501

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U5.3.2	Describe the early responses to the end of the Civil War by describing the following: Policies of the Freedman's bureau-restrictions placed on the rights of opportunities of freedmen, including racial segregation and black codes	Freedmen's Bureau, black codes, segregation	Ch 17, Sec 1 & 2 Pg 502/505
U5.3.4	Analyze the intent and the effect of the thirteenth, Fourteenth, and fifteenth amendments to the Constitution.	13th, 14th, 15th amendments	Ch 17, Sec 1 & 2 Pg 503-508
U5.3.3	Describe the new role of the African Americans in local, state, and federal government in the years after the Civil War and the resistance of southern whites to the is change, including the Ku Klux Klan.	Ku Klux Klan, carpetbaggers, scalawags, integrated	Ch 17, Sec 3
U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans	Compromise of 1877	Ch 17, Sec 4 pg. 516-517
U6.1.1	America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in: 1)The treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in "Plessy v. Ferguson", and the response of Arican Americans. 2)Governmental policies prompting economic development 3)The policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians 4)Systems of Transportation and their impact on the economy and Society 5)Territory, including the size of the United States and Land Use 6)Economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers	Canals, railroads, transcontinental railroad, Homestead Act, Plessy v. Ferguson, Dawes Act of 1887, industrialization, immigration	1)Ch.17 Sec.4 pg.519 2)Ch.18 Sec.1 pg.530 3)Ch.18 Sec.1 pg.532 4)Ch.18 Sec.2 pg.535 5)Ch.18 Sec.2 pg.535 6)Ch.18 Sec.2

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TAUGHT THROUGHOUT THE YEAR			
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U6.2.1 P3.1.1 P4.2.1 P4.2.2 P4.2.3	1)Use Historical perspectives to analyze issues in the United States from the past to the present, conduct research, include causes and consequences and predict possible consequences. 2)Identify, research, analyze, discuss and defend a position on a public policy issue 3)Demonstrate knowledge of how, when, and where individuals plan and conduct activities intended to advance views in matters of public policy. 4)Engage in activities intended to contribute to solving a national problem studied 5)Participate in projects to help or inform others		