

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: MS U.S. History		
School: Thomaston High School	Grade: 8	Curriculum Pacing: 36 weeks
<b>Unit One: Colonial Conflict and the Road to Revolution</b>	<b>Unit Two: America Established: The United States Constitution</b>	<b>Unit Three: America and Connecticut's Slavery Eras</b>
<b>Unit Pacing: 6 weeks</b>	<b>Unit Pacing: 6 weeks</b>	<b>Unit Pacing: 6 weeks</b>
<p><b>Unit Overview:</b> In this opening unit students will evaluate the relative importance of various actions taken by British in increasing tensions between Great Britain and the colonists. Students will analyze social and family structures in pre-revolutionary colonies in New England. Students will compare and contrast the attitudes of merchants, shopkeepers, farmers, women, slaves, and freed blacks toward conflict with the British. Students will analyze the role and contribution of Connecticut in the Revolutionary War.</p>	<p><b>Unit Overview:</b> In this unit students will analyze ways that the U.S. Constitution reflect American beliefs concerning government and the rights of the individual during this era. Students will evaluate the views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day.</p>	<p><b>Unit Overview:</b> In this unit students will compare and contrast the attitudes of Southern plantation owners, poor southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery. Students will analyze the reasons for the existence of slavery in Connecticut during this era and the relative significance of slavery in the state.</p>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What was social and family life like in colonial America versus now?</li> <li>2. Would I have been a revolutionary in 1776?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. Could I have written the Constitution without compromise?</li> <li>2. What does the Constitution do for me as an American citizen?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. In what ways has slavery shaped the world and country in which I live today?</li> <li>2. What would life have been like for me as a slave, as a slave owner, or as an abolitionist during the Civil War era?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can analyze multiple factors that influenced the perspectives of people during different historical eras/contexts. (HIST 8.3)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. (CIV</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can analyze connections among events and developments in historical contexts. (HIST 8.1)</li> </ol>

<p>2. I can draw conclusions involving how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women). (HIST 8.4)</p> <p>3. I can analyze how people’s perspectives influenced what information is available in the historical sources they created. (HIST 8.5)</p> <p>4. I can analyze different expert viewpoints on a common question, topic, or issue. (INQ 8.3)</p> <p>5. I can analyze why historians might be interested in pursuing answers to a specific question. (INQ 8.1)</p> <p>6. I can develop supporting questions that help me to answer a compelling question. (INQ 8.4)</p>	<p>8.1)</p> <p>2. I can analyze the purposes, implementation and consequences of public policies in multiple settings. (CIV 8.3)</p> <p>3. I can compare historical and contemporary means of changing societies, and promoting the common good. (CIV 8.4)</p> <p>4. I can gather relevant information from a variety sources and explain what makes each source a unique and important part of my overall research. (INQ 8.6)</p> <p>5. I can determine if a source is credible based on its relevance to a topic or issue and the purpose for which it was written. (INQ 8.7)</p> <p>6. I can develop supporting questions that help me to answer a compelling question. (INQ 8.4)</p>	<p>2. I can classify series of historical events and developments as examples of change and/or continuity. (HIST 8.2)</p> <p>3. I can create maps in which I show how culture and environments interact with and are shaped by one another. (GEO 8.1)</p> <p>4. I can analyze evidence drawn from multiple sources used to support an argument , noting strengths and limitations. (INQ 8.8)</p> <p>5. I can develop supporting questions that help me to answer a compelling question. (INQ 8.4)</p> <p>6. I can determine if a source is credible based on its relevance to a topic or issue and the purpose for which it was written. (INQ 8.7)</p>
<p><b>Unit Four: Westward Expansion and The Age of Reform</b></p>	<p><b>Unit Five: Immigration and America: Land of Opportunity</b></p>	<p><b>Unit Six: A House Divided: America’s Civil War and Reconstruction</b></p>
<p><b>Unit Pacing: 6 weeks</b></p>	<p><b>Unit Pacing: 6 weeks</b></p>	<p><b>Unit Pacing: 6 weeks</b></p>
<p><b>Unit Overview:</b> In this unit students will analyze the theory of Manifest Destiny and its impact on American policy. Students will evaluate the impact of Westward Expansion on indigenous peoples and on settlers. Students will analyze the role of women and minorities in western expansion and in life on the plains. Students will evaluate the causes, goals, and outcomes of mid-19th century reform movements, women's rights, temperance,</p>	<p><b>Unit Overview:</b> In this unit students will evaluate reasons for and results of European immigration to the United States; compare these with reasons for and results of immigration by the Chinese and other groups during this period. Students will analyze the impact that immigrants had on the economic and cultural life of Connecticut communities during this era.</p>	<p><b>Unit Overview:</b> In this unit the students will evaluate various long-term and short-term reasons for conflict between the North and South. The students will analyze the role of Connecticut in the Civil War and the attitudes to the Civil war in the state. Students will evaluate ways that black life in the South changed during the Reconstruction era and ways that black life remain the same. Students will analyze reasons that the Reconstruction</p>

<p>education, mental health, prisons. Students will analyze the impact of the Second Great Awakening on the 19th century reform movements.</p>		<p>era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.</p>
<p><b>Compelling Questions:</b></p> <p>If I had moved West during the Expansion era, what would my journey have been like?</p> <p>If I were a Native American, what would Westward Expansion have meant for me?</p>	<p><b>Compelling Questions:</b></p> <p>Was America the “land of opportunity” for my forefathers?</p> <p>What would immigration to America have meant for me as an immigrant from _____ (insert select country)?</p>	<p><b>Compelling Questions:</b></p> <p>How are my beliefs about freedom and equality connected to the Civil War?</p> <p>Could America ever face another civil war?</p>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can explain multiple causes and effects of events and developments in the past. (HIST 8.9)</li> <li>2. I can organize applicable evidence into a coherent argument about the past. (HIST 8.10)</li> <li>3. I can explain how economic decisions affect the well-being of individuals, businesses, and society. (ECO 8.1)</li> <li>4. I can develop claims and counterclaims that I can use to develop an argument, noting their strengths and limitations. (INQ 8.9)</li> <li>5. I can gather relevant information from a variety of sources and explain what makes each source a unique and important part of my overall research. (INQ 8.6)</li> <li>6. I can determine if a source is credible based on its relevance to a topic or issue and the purpose for which it is written. (INQ 8.7)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. (GEO 8.4)</li> <li>2. I can analyze the effects of competition on prices and wages. (ECO 8.2)</li> <li>3. I can explain the relationship between productivity and standard of living. (ECO 8.5)</li> <li>4. I can explain how primary and secondary sources I have gathered represent a variety of viewpoints and how those sources and viewpoints will help me to answer important questions. (INQ 8.5)</li> <li>5. I can develop claims and counterclaims that I can use to develop an argument, noting their strengths and limitations. (INQ 8.9)</li> <li>6. I can analyze different expert viewpoints on a common question topic, or issue. (INQ 8.3)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. (HIST 8.6)</li> <li>2. I can use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. (HIST 8.7)</li> <li>3. I can evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. (HIST 8.8)</li> <li>4. I can analyze why historians might be interested in pursuing answers to a specific question (INQ 8.1)</li> <li>5. I can analyze evidence drawn from multiple sources used to support an argument, noting strengths and limitations. (INQ 8.8)</li> </ol>

		<p>6. INQ 8.5 I can explain how primary and secondary sources I have gathered represent a variety of viewpoints and how those sources and viewpoints will help me to answer an important question. (INQ 8.5)</p>
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