

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

Grade 8 Description:

The purpose of Brandywine Heights 8th Grade Social Studies Curriculum is to help build citizens knowledgeable of their country's history such that our positive historical and civic values can be carried into the future. Also, learning from our country's mistakes helps future generations from repeating those mistakes. Finally, Brandywine Heights 8th Graders will begin building a fundamental understanding of the structure and functions of our governmental system to be explored in greater depth in high school social studies, as well as preparing them for future participation in our system.

The 8th Grade Social Studies curriculum includes the tracing of United States history from colonial times through Reconstruction. The contributions of Pennsylvania to this period are also studied. Elements of economics and geography are a part of the course of study. In addition, the course expands upon the historical development and current expression of United States civics. Brandywine Heights 8th Graders will take the US Citizenship Test as a "final" at the end of the year.

Grade 8 Units:

- Unit 1: US Geography
- Unit 2: Colonial Ideas, the Critical Period and the writing of the US Constitution
- Unit 3: The First Administrations (Washington and Adams)
- Unit 4: The Jefferson Era
- Unit 5: The Age of Jackson
- Unit 6: The Antebellum US
- Unit 7: The US Dividing
- Unit 8: The Civil War
- Unit 9: The Reconstruction Era
- Unit 10: Civics



Subject: Social Studies	Grade: 8	Suggested Timeline: 1 week
Unit Title: US Geography		
Unit Overview/Essential Understanding: This is a mini-unit which reviews US Geography to help students create a “mental map” of the United States including state names and major physical geographic features. Students will practice identifying all states but will be assessed primarily on states significant to the eras of history studied in class. Essential Question: <ul style="list-style-type: none">• How did geographical features of the United States impact events in United States history?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• label the 50 US states• label the major rivers and mountain ranges of the US• label the Great Lakes, Great Salt Lake and Gulf of Mexico• label the physical and political boundaries of the Continental US• create and imaginary “trip” across the US• follow an imaginary “trip” across the US created by a classmate		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.8.B - Explain and locate places and regions as defined by physical and human features• 7.2.8.A - Explain the characteristics of places and regions		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.8.A - Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments		



<p>Misconceptions:</p> <ul style="list-style-type: none"> • Many students have confused or general lack of knowledge of US Geography generally. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • The earth’s physical features, resources, and places influence movement and use of the land for liberty and freedom 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Identify and locate US states, major physical features and surrounding geographic features 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Labeling map activity sheets • Online map labeling activities/games • Penny Pitch at floor map • “Trip Across America” activity
<p>Assessments:</p> <ul style="list-style-type: none"> • Map Labeling Quiz/Test • Labeling Reinforcement Activity • Student Written Directions for “Trip Across America” 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Writing directions using compass directions and prepositions 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources <ul style="list-style-type: none"> ○ USA Games ○ State Map Quiz • Teacher Created Resources <ul style="list-style-type: none"> • “Trip Across America” 	



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 weeks
Unit Title: Colonial Ideas and the Critical Period		
Unit Overview/Essential Understanding: Building upon background knowledge of American Colonial Times, students will learn the revolutionary ideals upon which the American Revolution was built. Following this, students describe the period following the Revolution and our first attempt at a national government. Essential Questions: <ul style="list-style-type: none">• Were the colonists justified in resisting British policies after the French and Indian War?• When should one question authority?• Does change come through compromise?• Was the American Revolution inevitable?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• identify the causes of the American Revolution• describe how the Enlightenment, Great Awakening and literacy connect to the ideals of the American Revolution• contrast the divine right of kings with the social compact described by John Locke• identify the following ideals of the American Revolution: democracy, republicanism, limited government, private property, individual rights• explain the overall purpose and structure of the Declaration of Independence• identify within the Declaration of Independence expressions of American ideals• analyze contradictions in the American Founders' ideals• explain the purpose and structure of the Articles of Confederation• describe problems and events not addressed by the Articles of Confederation• explain why historians call the period right after the American Revolution the "Critical Period" of US History• describe key events and compromises of the Constitutional Convention• compare the arguments for and against ratification of the US Constitution		

Focus Standards Addressed in this Unit:

- 5.2.8.A - Summarize the role of citizens in terms of right and responsibilities in different government systems
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.2.8.C - Describe the role of political leadership and public service
- 5.2.8.D - Describe the citizen's role in the political process
- 5.3.8.I - Describe various types of projects and services provided through local, state, and national taxes
- 5.3.8.J - Compare democracy to totalitarianism
- 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events
- 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history

Important Standards Addressed in this Unit:

- 5.1.8.A - Identify the sources of the rule of law
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries
- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties
- 8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources
- 8.4.8.D - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

Misconceptions:

- America’s Founders were pure supporters of their Revolutionary ideals.
- America and its Founders were exceptional in their hypocrisy.

Concepts/Content:

- Causes of the American Revolution
- The Enlightenment
- John Locke
- The Great Awakening
- Democracy
- Republicanism
- Limited government
- Private property
- Individual rights
- The Declaration of Independence
- The Treaty of Paris
- American Founders (i.e. Washington, Jefferson, Madison, Adams, Hamilton)
- The Articles of Confederation
- Events of the Critical Period (i.e. Shay’s Rebellion, foreign threats, state conflicts, British trade pressure)
- The Constitutional Convention
- Federalists, Anti-Federalists
- The Federalist Papers

Competencies/Skills:

- Demonstrate note taking, reading, & writing skills
- Analyze primary documents
- Discuss historical document through analysis
- Compare and contrast events that occurred in early American history
- Participate in class discussions using facts from readings
- Illustrate ideas through presentation of facts and learning

Description of Activities:

- Teacher mini lectures/presentations
- Student extended responses via discussion board
- Readings
- Whole class discussions
- Declaration of Independence play
- Actors reading of Declaration of Independence (video)
- Where is that in the Declaration? -finding values in the Declaration of Independence
- Movie: A More Perfect Union with video quizzes and scenes from the day’s episode
- Historical Fiction Letter Exchange: Patriot and a Loyalist, Federalist and an Anti-Federalist
- TDA Painting Analysis: Washington Crossing the Delaware



Assessments:

- Quizzes
- Unit Test
- Written Historical Fiction Letters
- Student extended responses
- Co-curricular and co-evaluated Painting Analysis Writing

Interdisciplinary Connections:

- Elements of argumentative writing
- Elements of historical fiction writing
- Co-curricular TDA writing with ELA

Additional Resources:

- District approved textbook
- District approved online resources
 - YouTube, Learn Liberty, PragerU, Newsela
- Teacher Created Resources
 - Washington Crossing Delaware Painting Analysis
- Additional classroom resources
 - Video - A More Perfect Union, Declaration of Independence

Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The First Administrations (Washington and Adams)		
Unit Overview/Essential Understanding: This unit examine the first two administrations of George Washington and John Adams. Washington was building a government “from scratch” and navigated many challenges setting precedents along the way. Adams was elected during the formation of the first two major political parties, which divided the nation with differing views on governance. Essential Questions: <ul style="list-style-type: none">• Explain the importance of Washington’s presidency.• What important events defined the Washington presidency?• What important events defined the Adams presidency?• What domestic challenges did Washington face in the new nation?• What is precedent?• What precedents did Washington establish that shaped the role of the president and the new government?• How were political parties formed?• How far can government exercise its power?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• identify challenges faced by George Washington as the first president of new nation under an unprecedented national government• analyze solutions Washington and his Administration applied to various challenges• describe the concept of the US Debt• explain purpose and impacts of tariffs• contrast the beliefs of the Federalists (led by Hamilton and Madison) and the Democratic-Republicans (led by Jefferson and Madison)• describe the Election of 1796• identify challenges faced by John Adams during his administration• analyze solutions Adams and his Administration applied to various challenges		

Focus Standards Addressed in this Unit:

- 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events
- 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 6.2.8.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 5.1.8.A - Identify the sources of the rule of law
- 5.1.8.B - Outline how different systems of government function
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 5.1.8.D - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries
- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties
- 5.4.8.C - Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments

Important Standards Addressed in this Unit:

- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade

- 6.5.8.A - Examine the compensation of workers who produce different goods and provide 6.5.8.C. Explain the organization of different types of businesses
- different services
- 6.5.8.B - Compare the characteristics of productive workers with less productive workers
- 6.5.8.C - Explain the organization of different types of businesses
- 6.5.8.D - Compare the risks and rewards of specific business actions
- 6.5.8.E. Identify wealth within and among political divisions in Pennsylvania
- 8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources

Misconceptions:

- American presidents have nearly unlimited power to solve all problems.

Concepts/Content:

- George Washington
- Precedent
- A presidential cabinet
- The Genet Affair
- The Whiskey Rebellion
- National debt/deficit
- Tariffs
- Interpreting the Constitution
- Strong v weak federal Government
- The French Revolution
- Industry v agriculture
- Thomas Jefferson
- James Madison
- Alexander Hamilton
- John Adams
- Political parties
- Federalists

Competencies/Skills:

- Illustrate connections between the history to current events
- Persuasive writing/creating
- Demonstrate note taking, reading, & writing skills
- Analyze primary documents
- Discuss historical document through analysis

Description of Activities:

- Teacher mini lectures/presentations
- Student extended responses via discussion board
- Readings
- Whole class discussions
- "Be Washington" online interactive
- 1789 US Debt v Modern US Debt (National Debt Clock online)
- Which political party would you join?
 - create a poster, commercial, speech, etc. supporting Federalist or Democratic-Republicans
- Alien and Sedition Acts v Current Immigration Debate
- Strong v Weak Federal Government - Then and Now
- Safety v Liberty Discussion



<ul style="list-style-type: none">• Democratic- Republicans• Alien and Sedition Acts• Convention of 1800		
Assessments: <ul style="list-style-type: none">• Quizzes• Unit Test• Student extended responses• Mini-project: Support the Federalists or Democratic-Republicans		
Interdisciplinary Connections: <ul style="list-style-type: none">• Elements of argumentative writing• Basic math connection: numeric application	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved online resources<ul style="list-style-type: none">○ BrainPop. YouTube, Learn Liberty, PragerU, Newsela○ Britannica – ProCon○ US Debt Clock○ Be Washington	



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The Jefferson Era		
Unit Overview/Essential Understanding: The election of Thomas Jefferson was the political pendulum swinging away from the Federalists and towards the Democratic-Republicans. Democratic-Republican ideals such as more strictly interpreting the Constitution and a more restricted federal government became ascendant. Although, each successive president in the Era drifted further from those ideals. Essential Questions: <ul style="list-style-type: none">• How did the events of the Jefferson Era strengthen the nation?• What role did geography play in the early development of our country?• How did culture and social institutions impact the development of early American governments of the U.S.?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• contrast John Adams and the Federalists with Thomas Jefferson and the Democratic Republicans• describe the Election of 1800• identify some of Jefferson’s policies and approach to the Presidency• explain the Marbury v Madison case and its impact• describe the Louisiana Purchase and Jefferson’s purpose for it• describe the exploration of the Louisiana Purchase and its impact• explain Jefferson’s use of trade in foreign policy• describe conflicts over western lands during Jefferson’s Presidency• summarize the War of 1812• compare the War of 1812 to the American Revolution• label a map of US growth during the Jefferson Era		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events• 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources		

- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.A - Assess the value of public goods and services
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade.
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries

Important Standards Addressed in this Unit:

- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties
- 6.2.8.F - Analyze the functions of private economic institutions in the national economy

Misconceptions:

- Interpreting the Constitution and federal laws strictly means a LESS powerful federal government. Students often think strict interpretation means a strict or powerful government.



<p>Concepts/Content:</p> <ul style="list-style-type: none">• Thomas Jefferson• Political parties• Federalists• Democratic-Republicans• Election of 1800• The Alien & Sedition Acts• Constitutional interpretation• Strong v weak federal government• The Louisiana Purchase• Lewis and Clark• Sacagawea• Domestic v foreign policy• Impressment• Neutrality• Trade• Embargo Act• Tecumseh• Battle of Tippecanoe• James Madison• The War of 1812• Warhawks• Hartford Convention• Battle of New Orleans• Treaty of Ghent	<p>Competencies/Skills:</p> <ul style="list-style-type: none">• Note taking, reading, & writing• Analyzing primary documents• Historical analysis• Connecting the history to current events• Sequence writing• Descriptive writing	<p>Description of Activities:</p> <ul style="list-style-type: none">• Teacher mini lectures/presentations• Student extended responses via discussion board• Readings• Whole class discussions• Strong v Weak Federal Government Continued• Lewis and Clark online interactive• Lewis and Clark Journal Activity• War Comparison Chart• US Expansion Map Activity• Safety vs. Liberty Discussion Continued
<p>Assessments:</p> <ul style="list-style-type: none">• Quizzes• Unit Test• Student extended responses• Mini-project: Support the Federalists or Democratic-Republicans		



Interdisciplinary Connections: <ul style="list-style-type: none">• Elements of sequence writing• Elements of descriptive writing	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved online resources<ul style="list-style-type: none">○ BrainPop. YouTube, Learn Liberty, PragerU, Newsela○ Liberty vs. Safety - PBS; Debatepedia○ Lewis and Clark Interactive - gilderlehrman.org



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The Age of Jackson		
Unit Overview/Essential Understanding: The election of Andrew Jackson marked a shift in American History to the broadening of American Democracy to include more citizens than ever. Although still discriminatory to women, blacks and natives, the Age of Jackson was a major step the inclusion of more and more people in our Republic. Andrew was and is a controversial figure with whom strong analytical connections can be made to the political climate of current events. Essential Questions: <ul style="list-style-type: none">• What impact did Andrew Jackson’s presidency have on the nation?• Is the Age of Jackson positive or negative for equality in America?• How did old issues take a new shape in the conflict over the National Bank?• Should the states have the right to ignore the laws of the national government?• How did the Nullification Crisis illustrate the debate over states’ rights?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• contrast Andrew Jackson and the Democrats with John Quincy Adams and the Democratic-Republicans• describe the Election of 1824 and its impact• describe the Election of 1828 and its impact• analyze the change in voting participation in the Age of Jackson• contrast differing regional interests during the Age of Jackson• explain Jackson’s fight with the National Bank• compare the Panic of 1837 to future US economic downturns• describe the formation and impact of the Whig Party• explain the treatment of Native Americans during the Age of Jackson• analyze a painting of the Trail of Tears		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events		

- 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources
- 8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.2.8.C - Compare and contrast the ways continuity and change have impacted Pennsylvania history
- 8.2.8.D - Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 8.4.8.D - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 5.1.8.D - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents
- 5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions.



- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries

Important Standards Addressed in this Unit:

- 6.1.8.D - Compare the effect of incentives on personal decisions
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.4.8.A - Explain how specialization contributes to economic interdependence on a national level
- 6.5.8.H - Identify the effect of higher and lower interest rates

Misconceptions:

- Populism is a political approach appealing to the “common man” and not necessarily related to an idea or person being “popular”.
- Single factors (like a president or presidential decision) cause economic expansions and contractions.

Concepts/Content:

- Andrew Jackson
- John Quincy Adams
- Elections of 1824 & 1828
- Voting rights/participation
- Democracy
- The “common man” & populism
- Farmers & laborers
- The US North, South & Midwest Regions
- The National Bank
- The Panic of 1837
- The Business Cycle
- GDP
- The Whig Party
- Native Americans
- The Cherokee Indians
- The Trail of Tears

Competencies/Skills:

- Note taking, reading, & writing
- Analyzing primary documents: painting of Trail of Tears; Election Maps
- Historical analysis
- Connecting the history to current events
- TDA writing

Description of Activities:

- Teacher mini lectures/presentations
- Student extended responses via discussion board
- Readings
- Whole class discussions
- Voting maps and graphs 1824 vs. 1828
- Region comparison
- Graphing the Business Cycle
- Comparing Jackson and Trump
- Analyzing Trail of Tears Painting



<ul style="list-style-type: none">• John Ross & Sequoya		
Assessments: <ul style="list-style-type: none">• Quizzes• Unit Test• Student extended responses• Trail of Tears TDA		
Interdisciplinary Connections: <ul style="list-style-type: none">• Elements of TDA writing	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved online resources<ul style="list-style-type: none">○ BrainPop. YouTube, Learn Liberty, PragerU, Newsela○ Teacher Created Resources – Trail of Tears; Jackson vs. Trump	



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The Antebellum US		
Unit Overview/Essential Understanding: Before the Civil War, the United States expanded Westward. The North and South diverged culturally. Meanwhile, new movements began attempting to improve society. Essential Questions: <ul style="list-style-type: none">• Was the Missouri Compromise an effective way to relieve growing sectional pressures between the North and South?• Was there anyway the Civil War could have been prevented?• How do societies improve over time?• Whose stories get told and whose get left out of the conventional narratives of American history?• How do people respond to political and civil unrest?• What types of conflict bring about rebellion?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• describe the earliest Americans and trails taken West in the 1800s• sequence events from the Texas Revolution, Mexican-American War, and the California Gold Rush• explain the impacts of the Texas Revolution, Mexican-American War, and the California Gold Rush• label of map showing the geographic growth of the United States through the 1800s• describe the developing culture of the US North during the 1800s• describe the developing culture of the US South during the 1800s• identify important Movements in the 1800s US and explain their impacts		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events• 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources• 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania		



- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries
- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties

Important Standards Addressed in this Unit:

- 6.1.8.D - Compare the effect of incentives on personal decisions

Misconceptions:

- The North did not benefit from slavery. Many students believe that only the south benefited.
- Rebellion always involved violence and riots.

Concepts/Content:

- Manifest Destiny
- Mountain men

Competencies/Skills:

- Note taking, reading, & writing

Description of Activities:

- Teacher mini lectures/presentations



<ul style="list-style-type: none">• Oregon Territory• Oregon, Santa Fe, California & Mormon Trails• Donner Party• Texas Revolution• The Alamo• Mexican-American War• James K Polk• Californios• Bear Flag Revolt• Treaty of Guadalupe Hidalgo• The Mexican Cession• The Gadsden Purchase• California Gold Rush• Forty-Niners• Chinese immigration & discrimination• The North• The Industrial Revolution• Industrialization• Immigration• Population• Urbanization• The South• Slavery• Cotton & Cotton Boom• Social Movements• Abolition• Women's Rights	<ul style="list-style-type: none">• Analyzing primary documents like maps and political cartoons• Historical analysis• Connecting the history to current events• Sequence writing using information from events: Texas Revolution, CA Gold Rush• Descriptive writing• Illustrate a US map to show the expansion• Compare and contrast events during the Mexican-American War	<ul style="list-style-type: none">• Student extended responses via discussion board• Readings• Whole class discussions• Oregon Trail Game• America: The Story of Us - Westward• War Comparison Chart• US Expansion Map Activity• Immigration Comparison: 1800s vs. Today• Movement Poster• Safety vs. Liberty Discussion Continued
<p>Assessments:</p> <ul style="list-style-type: none">• Quizzes		



- Unit Test
- Student extended responses
- Mini-project: Diary Entries on the Oregon Trail
- Mini-project: Movement Poster

Interdisciplinary Connections:

- Elements of sequence writing
- Elements of descriptive writing

Additional Resources:

- District approved textbook
- District approved online resources
 - BrainPop, YouTube, Learn Liberty, PragerU, Newsela
 - Teacher Created Resources – Movements Poster Activity; Oregon Trail Game
- District approved supplemental resources – video – “The Story of Us: Westward”



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The US Dividing		
Unit Overview/Essential Understanding: As the US developed during the 1800s, the North and South became more and more divided over issues like tariffs, improvements, states' rights, politics, and, especially, slavery. This led to the secession of the South and the US Civil War. Essential Questions: <ul style="list-style-type: none">• Why do people revolt?• At what point should a population take action to overthrow a government?• When is violence justified?• Is armed rebellion avoidable?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• sequence compromises over slavery from the founding of the US• contrast 1800s positions on slavery• describe pre-Civil War violence• examine the Dred-Scott Case• describe pre-Civil War political divisions• explain the Election of 1860 and its impact• sequence events leading to Southern secession• label a map of the divided US in 1860-61		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events• 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources• 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania		



- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries

Important Standards Addressed in this Unit:

- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties

Misconceptions:

- Modern times are the most divisive in US History.

Concepts/Content:

- Compromises: 3/5ths, 1820, 1850, Kansas-Nebraska Act
- Slavery positions: abolition, non-expansion, popular sovereignty,

Competencies/Skills:

- Note taking, reading, & writing
- Analyzing primary documents: Compromise of 1820, Acts, Uncle Tom’s Cabin

Description of Activities:

- Teacher mini lectures/presentations
- Student extended responses via discussion board
- Readings



<p>protection</p> <ul style="list-style-type: none"> • Bleeding Kansas • Bleeding Sumner • Harper's Ferry • Harriet Beecher Stowe - Uncle Tom's Cabin • James Buchanan • The Dred Scott Case • Supreme Court • Abraham Lincoln • Lincoln-Douglas Debates • The Election of 1860 • Political parties: Republicans, Northern Democrats, Southern Democrats, Constitutionalists • South Carolina • Secession 	<ul style="list-style-type: none"> • Historical analysis of acts, political party platforms, debates and the Election of 1860 • Connecting the history to current events • Descriptive writing from the perspective of a southern/northern during the time period 	<ul style="list-style-type: none"> • Whole class discussions • Letter Exchange: Northerner and Southerner • Analyze Map and Graphs: Election of 1860 • Analyze South Carolina's Secession Resolution • Map of the Divided US • Novel Study: "Uncle Tom's Cabin"
<p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Student extended responses • Mini-project: Letter Exchange - Northerner and Southerner 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Writing for point of view • Novel study 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources <ul style="list-style-type: none"> ◦ BrainPop, YouTube, Learn Liberty, PragerU, Newsela • District approved supplemental resources - video - "The Story of Us: Division"; e-book - "Uncle Tom's Cabin" 	

Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: The Civil War		
Unit Overview/Essential Understanding: Following Southern Secession, fighting spreads from Fort Sumter, South Carolina throughout the United States. The War is generally divided into a Western Theatre, along the Mississippi, where the Union was initially successful and an Eastern Theatre, in and around Virginia, where the Confederates were initially successful. Eventually, under the direction of Ulysses S. Grant, the popular and industrial might of the Union wears down the Confederates forcing their surrender. Essential Questions: <ul style="list-style-type: none">• What should be the obligations of a government to its people?• What is the best way for citizens to bring about change?• How much power should the national government have?• How can power be shared?• How can the rights of all the people be protected?• What fears and anxieties would people have if a government became too powerful or too weak?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• describe the beginning of the US Civil War• explain Confederate success in the East• explain Union success in the West• identify the Emancipation Proclamation and its impact on the war• describe how the Civil War impacted society-describe the end of the US Civil War• label a map of major Civil War battles• identify “firsts” of the Civil War• summarize the Presidency of Abraham Lincoln• compare the US Civil War to other American wars		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events		

- 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries

Important Standards Addressed in this Unit:

- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties

Misconceptions:

- Most Civil War deaths were caused by combat.
- The Emancipation Proclamation freed all slaves.



<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Fort Sumter • Robert E Lee • George McClellan • Ulysses S Grant • Battles: 1st Bull Run, Seven Days’, Antietam, Shiloh, New Orleans, Vicksburg, Gettysburg, Petersburg • Surrender at Appomattox Courthouse • Frederick Douglas • Emancipation Proclamation • 51st Massachusetts Regiment • Conscription (draft) • Soldier life • Women’s roles • Clara Barton 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Note taking, reading, & writing • Analyzing primary documents: Gettysburg Address; Emancipation Proclamation • Historical analysis focusing on important people and their roles during this time period • Connecting the history to current events • Sequence writing • Descriptive writing of a soldier’s life during the war on the front lines • Illustrate a map of the battles during the Civil War • Examine the civil war to the previous wars studied leading up the Civil War 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Teacher mini lectures/presentations • Student extended responses via discussion board • Readings • Whole class discussions • Reading the Emancipation Proclamation • War Comparison Chart • Major Battles Map • Lincoln’s Presidency Summary • Civil War Firsts: Identify and Describe impacts
<p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Student extended responses • Chart: Civil War Firsts • Lincoln written summary 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Elements of summary writing • Reading graphs and charts 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources <ul style="list-style-type: none"> ◦ BrainPop, YouTube, Learn Liberty, PragerU, Newsela, History • District approved supplemental resources – video – “The Story of Us: Civil War” 	



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: Reconstruction		
Unit Overview/Essential Understanding: Following the Civil War, the US went through an era of “Reconstruction”. The era includes the physical rebuilding of war-torn areas, the rebuilding of the US economy, fighting for political control of the reconstruction process, and new forms of discrimination and oppression for freed African Americans. Essential Questions: <ul style="list-style-type: none">• What were the political, social, and economic effects of the Civil War?• What happened to the South after the Civil War?• How do new ideas change the way people live?• How would the United States restore and maintain a stronger union in the wake of a major secession crisis and the nation’s deadliest conflict?• What would be the future status of African American freed people, former Confederate secessionists, and American Indian tribes?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• contrast Lincoln’s and Congress’s views on Reconstruction• identify the 13th, 14th and 15th Amendments and their impacts• describe Andrew Johnson’s takeover of Reconstruction• explain opposition to Andrew Johnson and Radical Republican takeover of the process• describe how Reconstruction governments reformed the South• describe the formation of the Ku Klux Klan• analyze and discuss the oppression faced by African Americans and American Indians• summarize the Presidency of Ulysses S Grant		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events• 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources		



- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States
- 8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S
- 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C - Illustrate how continuity and change have impacted world history
- 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments
- 6.2.8.E - Compare the state of the current economy with the economy in a different time or place
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.D - Explain how government actions may affect international trade
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features
- 7.2.8.A - Explain the characteristics of places and regions
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries

Important Standards Addressed in this Unit:

- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties

Misconceptions:

- Reconstruction was a failure.
- African American took over the South during Reconstruction.
- Northerners used Reconstruction to take over the South and get rich.



<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Reconstruction • Ten Percent Plan • 13th, 14th, 15th Amendments • Freedman’s Bureau • Andrew Johnson • Black Codes • Radical Republicans • Civil Rights Act of 1866 • Impeachment • Ku Klux Klan • Compromise of 1877 • Poll tax • Segregation • Jim Crow laws • Plessy v Ferguson • Sharecropping 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Note taking, reading, & writing • Analyzing primary documents • Historical analysis • Connecting the history to current events 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Teacher mini lectures/presentations • Student extended responses via discussion board • Readings • Whole class discussions • Summarize Plessy v Ferguson • Compare racism from past to present
<p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Student extended responses 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Elements of summary writing • Reading graphs and charts 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources <ul style="list-style-type: none"> ○ BrainPop, YouTube, Learn Liberty, PragerU, Newsela 	



Subject: Social Studies	Grade: 8	Suggested Timeline: 3 Weeks
Unit Title: Civics		
Unit Overview/Essential Understanding: Our governmental system, codified by our United States and state constitutions, is built upon certain principles. We have three branches of government with different responsibilities and powers including checking the other branches' powers. Additionally, as citizens, we have certain rights and responsibilities. Essential Questions: <ul style="list-style-type: none">• What values and principles are basic to American constitutional democracy?• What civic character traits are important to the preservation and improvement of American constitutional democracy?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• identify the principles behind and structure of the US Constitution• compare the US Constitution to the PA Constitution• describe the structure and function of the Legislative Branch• describe the structure and function of the Executive Branch• describe the structure and function of the Judicial Branch• explain our system of checks and balances• sequence how a bill becomes a law• identify individual rights of US Citizens• identify rights and responsibilities of US Citizens• contrast political and economic systems• explain the interaction of free market capitalism and our system of government		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.8.A - Identify the sources of the rule of law.• 5.1.8.B - Outline how different systems of government function• 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments		

- 5.1.8.D - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents
- 5.1.8.E - Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution
- 5.2.8.A - Summarize the role of citizens in terms of right and responsibilities in different government systems
- 5.2.8.B - Describe how citizens resolve conflicts in society and government
- 5.2.8.D - Describe the citizen's role in the political process.
- 5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government
- 5.3.8.H - Describe the influence of mass media on government
- 5.3.8.J - Compare democracy to totalitarianism
- 6.1.8.D

Important Standards Addressed in this Unit:

- 5.1.8.F - Analyze how political symbols are used by the media and leaders to influence public opinion
- 5.2.8.C - Describe the role of political leadership and public service
- 5.3.8.B - Compare and contrast the policy-making process between Pennsylvania and the federal government
- 5.3.8.C - Describe how local, state, and national governments provide services
- 5.3.8.D - Identify leadership positions and the role of political party affiliation at the local, state, and national levels
- 5.3.8.E - Describe the closed primary voting process in Pennsylvania
- 5.3.8.F - Explain the various judicial levels of the U.S. and state
- 5.3.8.G - Explain the role of interest groups in the federal government process
- 5.3.8.I - Describe various types of projects and services provided through local, state, and national taxes
- 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries
- 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties
- 5.4.8.C - Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments
- 5.4.8.D - Describe how mass media influences our view of international events
- 6.1.8.A - Explain how limited resources and unlimited wants cause scarcity
- 6.1.8.B - Analyze the resources that are combined to create goods and services
- 6.1.8.C - Compare choices to determine the best action
- 6.1.8.D - Compare the effect of incentives on personal decisions
- 6.2.8.A - Describe the interaction of consumers and producers of goods and services in the state and national economy



- 6.2.8.B - Identify positive and negative effects of market competition
- 6.2.8.C - Explain how advertising influences economic decisions
- 6.2.8.D - Explain the effects that changes in price have on buyers and sellers
- 6.2.8.G - Examine how various economic systems address the three basic questions
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy
- 6.3.8.C - Compare and contrast the effects of different taxation policies
- 6.3.8.D - Explain how government actions may affect international trade
- 6.4.8.B - Compare the standard of living in different times and places
- 6.5.8.F - Explain the role of entrepreneurship across the nation

Misconceptions:

The President makes laws.

Concepts/Content:

- US Constitution
- Principles: popular sovereignty, republicanism, federalism, limited government/rule of law, separation of powers, checks and balances, individual rights
- Bill of Rights
- Representation
- Legislative, Executive and Judicial Branches
- Bills
- Laws
- Legislature
- Congress: The House of Representatives and Senate
- Committees
- Chairmen/chairwomen

Competencies/Skills:

- Note taking, reading, & writing
- Analyzing primary documents
- Descriptive writing
- Debating issues/beliefs
- Argumentative writing

Description of Activities:

- Teacher mini lectures/presentations
- Student extended responses via discussion board
- Readings
- Whole class discussions
- Mock Congress
 - a. Propose a school rule and try to get class to pass it (Congress)
 - b. Sign or veto a school rule that passed (President)
 - c. Rule on "constitutionality" of new school rule (Supreme Court)



<ul style="list-style-type: none"> • President, Vice President and Cabinet • Veto • Presidential Roles: Commander in Chief, Chief Executive, Chief of State/Diplomat, Legislative Leader, Judicial Leader, Party Leader • Federal Court System: Supreme, Circuit and District Courts • Supreme Court Justice • Chief Justice • Citizenship rights • Citizenship responsibilities • US Citizenship Test 		
<p>Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Student extended responses • Mini-project: Mock Congress • US Citizenship Test 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Elements of public speaking • Elements of argumentative writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved online resources <ul style="list-style-type: none"> ○ BrainPop, YouTube, Learn Liberty, PragerU, Newsela 	