<table>
<thead>
<tr>
<th>Grade 8 American History</th>
<th>Duration</th>
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<th>Focus Questions/Big Ideas</th>
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</table>
| **Unit 1: Colonial America** | 22 days (4 period) 44 days (7 period) **includes days for Stamped book study and Project Soapbox** | • **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
  • **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
  • **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
    o Analyzing Historical Perspectives (D2.His4)  
    o Making Historical Connections (D2.His.1)  
    o Historical causation (D2.His14)  
    o Analyzing Historical Sources (D2.His.13)  
    o Creating/Supporting Historical Arguments(D4.1) | • How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?  
  • Why and how did Americans resist the British?  
  • What were the military and social factors that impacted the outcome of the American Revolution? | To what extent were American colonists justified in rebelling against British authority? | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| **Unit 2: Early Nation** | 18 days (4 period) 36 days (7 period) **includes days for** | • **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
  • **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to | • How did British colonial policies and colonial reactions contribute to the revolution?  
  • How does the Declaration of Independence define the relationship between a | How did the British Parliamentary actions and colonial reactions lead to the establishment of | County-created unit assessment which includes SR questions based on document analysis and a written response AND |
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| **Project Soapbox**     |          | identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
• **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o **Analyzing Historical Perspectives (D2.His4)**  
  o **Making Historical Connections (D2.His.1)**  
  o **Historical causation (D2.His14)**  
  o **Analyzing Historical Sources (D2.His.13)**  
  o **Creating/Supporting Historical Arguments (D4.1)** | government and its people?  
• How did key events influence the course of the Revolutionary War? | an independent United States? | Teacher created assessment based on content covered in class.  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| 21 days (4 period)  
42 days (7 period)  
**includes days for Project Soapbox** | **Unit 3:** Nationalism and Sectionalism | **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
**Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
**Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using | **How did the War of 1812 shape national identity?**  
• How did Jacksonian Democracy impact the social, economic, and political life of a nation?  
• Did the benefits of industrialization and expansion outweigh the costs?  
• How can individuals and groups affect social change? | How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States? | County-created unit assessment which includes SR questions based on document analysis and a written response  
**AND**  
Teacher created assessment based on content covered in class.  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
**2022-2023 Grade 8 American History Year at a Glance**

**Pre-requisites: None**

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|                          | **Unit 4: Civil War and Reconstruction** | 18 days (4 period) 36 days (7 period) **includes days for Stamped discussion and activities and Project Soapbox** | disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o Analyzing Historical Perspectives (D2.His4)  
  o Making Historical Connections (D2.His.1)  
  o Historical causation (D2.His14)  
  o Analyzing Historical Sources (D2.His.13)  
  o Creating/Supporting Historical Arguments(D4.1) | How did regional tensions lead to civil war? | How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War? County-created unit assessment which includes SR questions based on document analysis and a written response **AND**  
  Teacher created assessment based on content covered in class.  
  Additional teacher-created writing assignment, project, performance task, or other major assignment. |

| **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
| **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
| **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o Analyzing Historical Perspectives (D2.His4) |  
| How did the Civil War impact and change society?  
| How did the US reconcile past injustices during the Reconstruction Era? | | |

Baltimore County Public Schools
Office of Social Studies
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Pre-requisites: None

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## Historical Thinking Skills

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<tbody>
<tr>
<td>Making Historical Connections (D2.His.1)</td>
<td>Analyze connections among events and developments in broader historical contexts.</td>
</tr>
<tr>
<td>Analyzing Historical Sources and Evidence (D2.His.13)</td>
<td>Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.</td>
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<td>Analyze Historical Perspectives (D2.His.4)</td>
<td>Analyze multiple factors that influenced the perspectives of people during different historical eras.</td>
</tr>
<tr>
<td>Analyzing Historical Causation (D2.His.14)</td>
<td>Explain multiple causes and effects of events and developments in the past.</td>
</tr>
<tr>
<td>Creating/Supporting Arguments (D4.1)</td>
<td>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</td>
</tr>
<tr>
<td>Creating/Supporting Explanations (D4.1)</td>
<td>Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</td>
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