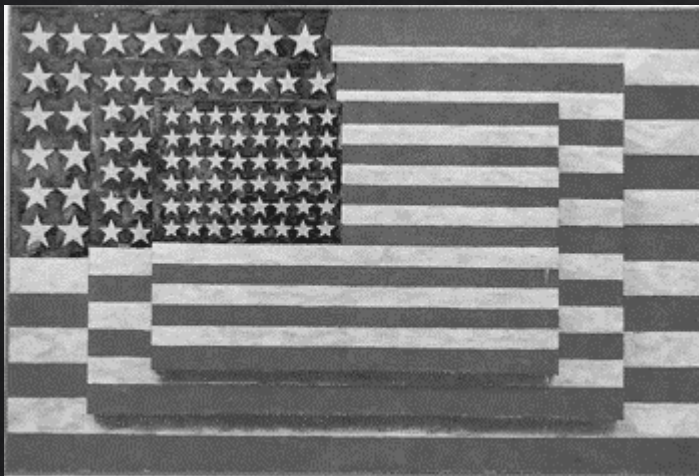
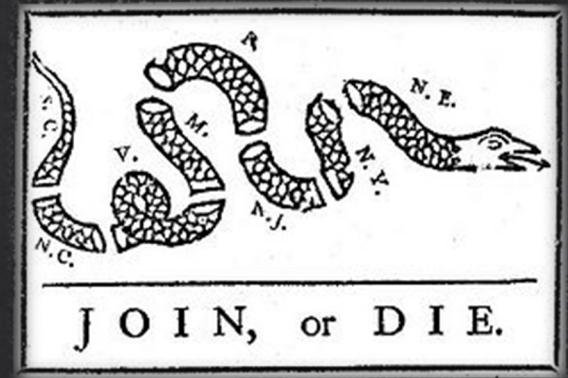


8th grade

American Studies



Sacajawea Middle School

Aaron Allen

American Studies Curriculum

In 8th grade, students develop a new, more **abstract level of understanding** of social studies concepts. The context for developing this understanding is U.S. history and government from the era of the beginning of the American Revolution to the end of the Civil War and Reconstruction.

Units of Study

Unit 1 – American Revolution

Students begin the school year learning about the American Revolution, in which the ideas, people, society, and events of the period are evaluated.

Unit 2 – The Constitution

The second unit centers on the United States Constitution and the development and construction of the United States government. Students will assess how the ideals, values, and principles that drive the United States' culture - including those described in its foundational documents - can be applied to a historical or modern situation

Unit 3 – Westward Expansion

Unit Three analyzes the growth of the United States, especially its expansion westward. Students will describe how the idea of Manifest Destiny and its migration patterns shaped the expansion of the United States. Students will also evaluate the effects that Manifest Destiny had on other cultures

Unit 4 – Civil War

The final unit is a study of the Civil War period. Students will study its causes, events, and effects, especially where social, political, and economic elements are concerned.

Routine/Weekly Assignments

- DBQs (Document-based Questions)

A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions, using information gleaned from the document.

- A note about annotation:

an·no·ta·tion

,anə'tāSH(ə)n/

noun

a note of explanation or comment added to a text or diagram.

DBQ's are (typically) assigned weekly: Given on Mondays, and due on Fridays.

- ***Textbook – Check out from the bookroom/online access**

Incorporating Reading/Writing

We have accelerated our Social Studies classes not by adding more work or speeding up the pace, but rather by incorporating accelerated based on the incorporation of various AP strategies, skills and terminology into our daily lessons. When we put complex text in front of them on a regular basis, it can (and will) be appropriately modified for individual students as needed...

We will focus on short, rich, and difficult primary source text. (Usually through historical documents such as the Mayflower Compact or Declaration of Independence, etc.)

- Our questions encourage students to read like detectives. Questions can only be answered through close attention to the details of the text.
- They interact with a wide variety of non-fiction texts and documents. Students examine maps, letters, charts, graphs, cartoons, historians' accounts, diaries, advertisements, photographs, flyers and more.
- Annotation is reflective and responsive

My goal...

Is that your child leaves with a better understanding of not only the events, choices, and people that shaped America, but also frameworks for thinking about the **ideals, values, and concepts** that show us what America was and is. (And how those are connected)

It will be common for us to connect current events to past events, discuss current issues, and debate in a respectful manner.

Washington, D.C. / New York City

TRIP



We take an amazing spring break trip to DC and NYC, if you want more info about cost, itinerary, etc. feel free to email me at AaronA@spokaneschools.org