

Rigorous Curriculum Design

Unit Planning Organizer

Subject:	8 th Grade U.S. History		Grade:	8
Unit Number:	3	Unit Name:	Political Developments in the Early Republic	
Unit Length	15 Days	Mins / Day: 50 Minutes per day		
Unit Synopsis	<p>Students will understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the early political parties and analyze U.S. foreign policy in the early Republic.</p> <p>Students will understand the political and economic causes and consequences of the War of 1812.</p>			
Priority Standards	Current History Standards		Common Core Literacy Standards	
	<p>8.3.4- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>8.4.1- Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast</p>		<p>RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>WH4 . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WH7 . Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>SL5 . Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L6 . Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Supporting Standard	<p>8.6.1 . Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction).</p>	
Interdisciplinary Connections	<p style="text-align: center;">Math/Science/ELA/Other</p> <p style="text-align: center;">Emerging</p> <p>8. Analyzing language choices. Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.</p> <p style="text-align: center;">Expanding</p> <p>2. Interacting via written English. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p>	<p style="text-align: center;">NG ELD Standards</p> <p>WHST (AS 3) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

Unwrapped Priority Standards

Standard 1:	8.3.4- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).		
Skills	Concepts	Bloom's	DOK
Understand	how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	Level 2	Level 3

Standard 2:	8.4.1- Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.		
Skills	Concepts	Bloom's	DOK
Describe	the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	Level 1	Level 1

Standard 3:	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.		
Skills	Concepts	Bloom's	DOK
Know	the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	Level 3	Level 3

Standard 4:	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.		
Skills	Concepts	Bloom's	DOK
Analyze	the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Level 4	Level 3

Learning Progressions of Skills and Concepts

Priority History Standard	8.3.4- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	
Previous Grade	Current Grade	Next Grade
None	8 th (Above)	11.1-Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
Priority History Standard	8.4.1- Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	
Previous Grade	Current Grade	Next Grade
5.8.6-Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	8 th (above)	11.2.2-Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
Priority History Standard	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	
Previous Grade	Current Grade	Next Grade
5.8.1-Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	8 th (above)	11.2.6-Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
Priority History Standard	8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	
Previous Grade	Current Grade	Next Grade
5.8- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	8 th (above)	11.2.2- Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

21st Century Skills

<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Communicating and Collaborating	<input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Connections between 21st Century Skills, Standards, and Unit Overview:*from P21 and Costa & Kallick, 2008*

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • How did political differences lead to the rise of the Federalist and Republican Parties during the 1790s? • What are the different political ideas held by Alexander Hamilton and Thomas Jefferson? • What dilemmas faced by Presidents Adams, Jefferson, Madison, and Monroe face regarding foreign policy? • What were the causes, major events, and consequences of the War of 1812? • Did the four presidents that followed Washington take his advice regarding political parties and isolationism? • How was Andrew Jackson's election and presidency viewed by the rich and powerful? The common man? The Native American? 	<p>Trace the regional differences in the rise of capitalism, the American system, and plantation economics in the post War of 1812 era.</p> <p>Movements of social change stem from the ideals of a free and republican government.</p>

Unit Vocabulary Terms


Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
inauguration (p. 146) embargo (p. 167) neutrality (p. 163) blockade (p. 168) capitalism (p. 178) civil servant (p. 189) tariff (p. 190) diplomacy (p. 200)	executive departments (p. 146) the French Revolution (p. 147) the Alien and Sedition Acts (p. 155) Election of 1800 (p. 157) Twelfth Amendment (p. 158) isolationism (p. 163) the Jay Treaty (p. 164) the XYZ Affair (p. 164) impressment (p. 166) Barbary States (p. 166) Monroe Doctrine (p. 172) tribute (p. 167) <i>McCulloch v. Maryland</i> (p. 179) Era of Good Feelings (p. 179) self-made man (p. 187) secede (p. 190) Jacksonian Democracy (p. 188) Indian Removal Act (p. 192) <p>People to Know:</p> George Washington (p. 154) Alexander Hamilton (p. 149) Thomas Jefferson (p. 152) John Adams (p. 155) James Madison (p. 168) James Monroe (p. 171) War Hawks (p. 169) <p>Andrew Jackson (p. 185) Francis Scott Key (p. 169) Uncle Sam (p. 177)</p>

It is suggested that the teacher frontload Unit 3 vocabulary in effort support student understandings of the events starting at the inauguration of our first President through the War of 1812, (Chapters 11 – 14). A variety of graphic organizers can be found on the following web links-

- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- <http://ausdhistory.weebly.com/vocabulary.html>

Flashcards for Unit Vocabulary-

- <http://quizlet.com/21514834/westward-expansionindustrializationreform-movements-flash-cards/>
- <http://quizlet.com/12907130/usi8-westward-expansion-and-reform-flash-cards/>


Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)			
Students will choose a political figure from below and reenact a debate expressing their viewpoints of the new government and goals for the young nation. <ul style="list-style-type: none"> • George Washington • Alexander Hamilton • John Adams • Thomas Jefferson • James Madison • James Monroe • Andrew Jackson 		Suggested Length of Time Days: 2-3 Mins/Day: 50	
Engaging Learning Experiences Synopsis of Authentic Performance Tasks			
Authentic Performance Tasks	Description		Suggested Length of Time
Task 1: Vocabulary	Vocabulary Matrix A modified version is available to assist students with using academic vocabulary.		Days: 3-4 Mins/Day: 50 minutes a day
Task 2: Political Cartoon	Student will describe the early political developments by creating a political cartoon that displays the relationship between the moral and political ideals of the Federalists and Democratic-Republicans. Political Cartoons should meet the following guidelines; Symbolism, Exaggeration, Labeling, Analogy, & Irony. See Unit 1 Political Cartoon Analysis Directions. Lastly, students will create an explanation of their political cartoon on the back of their paper to explain the true explanation and background material described in their cartoon. Library of Congress- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html		Days: 3-4 Mins/Day: 50 minutes a day
Task 3: Graphic Organizer from book	Graphic Organizer comparing/contrasting Hamilton and Jefferson. Workbook pages 74-76 in American Journey. Teachers may use own graphic organizer. Teachers may also use the one in the resources.		Days: 2-3 Mins/Day: 50 minutes a day
Unit Assessments	PreTest- EADMS # 212962 Name- AUSD SOC SCI 08 UNIT 3 CFA PRETEST 2015	Post Test	Rubric  UPO3PostAssessment-Debate Rubric.docx

Authentic Performance Task 1

Name:	Add unit words to vocabulary log and people to know book or use Vocabulary Matrix.	Suggested Length	Days: 3-4 Days Mins/Day: 50	
	<table border="1"> <tr> <td> inauguration (p. 146) embargo (p. 167) neutrality (p. 163) blockade (p. 168) capitalism (p. 178) civil servant (p. 189) tariff (p. 190) diplomacy (p. 200) </td> <td> executive departments (p. 146) the French Revolution (p. 147) the Alien and Sedition Acts (p. 155) Election of 1800 (p. 157) Twelfth Amendment (p. 158) isolationism (p. 163) the Jay Treaty (p. 164) the XYZ Affair (p. 164) impressment (p. 166) Barbary States (p. 166) Monroe Doctrine (p. 172) tribute (p. 167) <i>McCulloch v. Maryland</i> (p. 179) Era of Good Feelings (p. 179) self-made man (p. 187) secede (p. 190) Jacksonian democracy (p. 188) Indian Removal Act (p. 192) </td> </tr> <tr> <td colspan="2"> People to Know: George Washington Alexander Hamilton (p. 149) Thomas Jefferson (p. 152) John Adams (p. 155) James Madison (p. 168) James Monroe (p. 171) War Hawks (p. 169) Andrew Jackson (p. 185) Francis Scott Key (p. 169) Uncle Sam (p. 177) </td> </tr> </table>			inauguration (p. 146) embargo (p. 167) neutrality (p. 163) blockade (p. 168) capitalism (p. 178) civil servant (p. 189) tariff (p. 190) diplomacy (p. 200)
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History California and Common Core Standards Addressed	Priority			
	8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.			
	Supporting			
	None			
Essential Questions	How did political differences lead to the rise of the Federalist and Republican Parties during the 1790s? What are the different political ideas held by Alexander Hamilton and Thomas Jefferson?			



Big Ideas	Trace the regional differences in the rise of capitalism, the American system, and plantation economics in the post War of 1812 era.				
Interdisciplinary Connections	NG ELD Standards		Math, Science, ELA		
Teaching and Learning Progression				Bloom's	DOK
				Level 2	Level 1
				Scoring Rubric	
Instructional Strategies					
All Students	SWD	ELs	Enrichment		
Allow students to work in collaborative groups to discuss ideas.	Make modifications or accommodations, as necessary, to meet IEP.	A modified to assist students with using academic vocabulary.	Allow students to work in collaborative groups to discuss ideas.		

Authentic Performance Task 2

Name:	Student will describe the early political developments by creating a political cartoon that displays the relationship between the moral and political ideals of the Federalists and Democratic-Republicans.	Suggested Length	Days:3-4 Mins/Day: 50	
History California and Common Core Standards Addressed	Priority			
	8.3.4- Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).			
	Supporting			
None				
Interdisciplinary Connections	NG ELD Standards		Math, Science, ELA	
	Interpretive 6- Reading closely literary and informational texts And viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.			
Teaching and Learning Progression	Student will describe the early political developments by creating a political cartoon that displays the relationship between the moral and political ideals of the Federalists and Democratic-Republicans based on reading from the textbook and teacher presentations. Political Cartoons should meet the following guidelines: (instructions to be filled in) Library of Congress- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html Library of Congress- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html Library of Congress- Political Cartoon Analysis Chart http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html This site also provides links to other political cartoons to use as samples.		Bloom's	DOK
			Level 4	Level 4
			Scoring Rubric	
			 Political Cartoon Rubric.xlsx	

Instructional Strategies			
All Students	SWD	ELs	Enrichment
Allow students to work in collaborative groups to discuss ideas.	Make modifications or accommodations, as necessary, to meet IEP.	Emerging 3- Supporting opinions and persuading others -Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Allow students to work in collaborative groups to discuss ideas.

Authentic Performance Task 3

<p>Name:</p>	<p>Graphic Organizer comparing/contrasting Hamilton and Jefferson. Workbook pages 74-76 in American Journey. Teachers may use own graphic organizer. Teachers may also use the one in the resources.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Hamilton Jefferson Thought Bubbles.doc Hamilton Jefferson Thought Bubbles KEY</p>	<p>Suggested Length</p>	<p>Days: 1-2 Mins/Day: 50</p>	
<p>History California and Common Core Standards Addressed</p>	<p>Priority</p>			
	<p>Supporting</p>			
<p>Interdisciplinary Connections</p>	<p>NG ELD Standards</p> <p>Emerging</p> <p>8. Analyzing language choices. Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.</p>	<p>Math, Science, ELA</p>		
	<p>Expanding</p> <p>2. Interacting via written English. Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p>	<p>WHST (AS 3) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Teaching and Learning Progression</p>	<p>- Allow students time to brainstorm character ideas. If possible, allow for a library day to look up sources and begin first draft writing.</p> <p>- Spend the beginning of the second day explaining your expectations for creating a background/backdrop for their poem. Review simple computer techniques for creating a digital project.</p>		<p>Bloom's</p>	<p>DOK</p>
			<p>Level 4 (Analyze)</p>	<p>Level 3 (Construct)</p>
			<p>Scoring Rubric</p>	
<p>Instructional Strategies</p>				
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>	
<p>Allow students to work in collaborative groups to discuss ideas.</p> <p>Allow student choices in subject matter, format presentation and POV.</p>	<p>Make modifications or accommodations, as necessary, to meet IEP.</p>	<p>Allow students to work in collaborative groups to discuss ideas.</p> <p>Allow student choices in subject matter, format presentation and POV.</p>	<p>Allow students to work in collaborative groups to discuss ideas.</p> <p>Allow student choices in subject matter, format presentation and POV.</p>	

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
<p>Students will choose a political figure from below and reenact a debate expressing their viewpoints of the new government and goals for the young nation.</p> <ul style="list-style-type: none"> • George Washington • Alexander Hamilton • John Adams • Thomas Jefferson • James Madison • James Monroe • Andrew Jackson 			
Instructional Strategies			
All Students	SWD	ELs	Enrichment

Feedback to Curriculum Team	
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?	
Successes	Challenges
Student Perspective	
Teacher Perspective	