

ISD Social Studies Scope and Sequence

Spring 2005

Unit Name: Launching a National Republic

Grade / Big Idea: 8th Grade / Big Idea # 1 America Developed Systems

Time Frame: 2-3 weeks

Standards/Desired Results

State Standards (Benchmarks from Framework)

- H1.1.2a Group events and individuals by broadly defined historical eras and develop related timelines
- H1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events.
- U.S.1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including
- o Revolution, Constitution, and New Nation (1763-1820)
- H2.1.2 Explain the origin and historical context of major ideas and their impact on societies
- C1.2.2a Explain key democratic ideals of the U.S. government and discuss their application in specific situations
- C1.2.2b Describe efforts to reduce differences between democratic ideals and realities
- C1.3.2a Explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy
- C2.2.2 Distinguish among making, enforcing, and interpreting laws
- C3.1.3b Evaluate how national interests are maintained through international agreements, treaties, and alliances
- E2.1.2a Understand that when trade occurs, people benefit and have a broader range of choices
- S 1.1.2b Identify key words, develop search strategies; locate appropriate and varied information sources; distinguish between primary and secondary sources

Main Understandings:

- ⇒ How did the early U.S. government put its principles into practice?
- ⇒ How did the first three presidents establish foreign, monetary, domestic policies?
- ⇒ Why were the first presidencies of our young republic as important as our Constitutional period?

Essential Questions:

- ⇒ Why are precedents important?
- ⇒ Why is it important to have differences of opinion within a structure of government?
- ⇒ What impact does a monetary system have on a nation?
- ⇒ Under what circumstances do nations interact?

Key Concepts and Vocabulary (students will know...)

Key Skills (students will be able to do...)

Assessments/Evidence of Learning

State Evidences of Learning for the Above Standards

State Assessment Tools (1 Civics CBA is required during 8th Grade)

- [Checks and Balances](#)
- [Constitutional Issues](#)

State Assessment Tools that are NOT Required (but may fit with this unit)

- [People on the Move](#)
- [Humans and the Environment](#)
- [Enduring Cultures](#)
- [Why History](#)
- [Dig Deep](#)
- [International Relations](#)
- [Meeting Wants and Needs](#)

ISD Formative and Summative Assessments (suggested)

Learning Activities and Resources

Learning Activities

Core Resources

Web and Other Resources

Differentiated Resources

Lesson Plan Sharing