

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Individuals and Societies 8 MYP

Date: February 2016

Proposed Grade Level(s): Grade 8

Grading: A-F and (1-7 MYP)

Course Length: One Year

Subject Area/Credits: Social Science

Articulation Units: N/A

Specialized Program: MYP/IB

Prerequisite: 8th Grade Standing

Intent to Pursue College Prep Status through the UC System: Not applicable

COURSE DESCRIPTION:

Individuals and Societies 8 is an exploration into the birth and development of America with special focus on the geography, economy, government, military, foreign affairs, and the people who helped to shape the new nation. The course begins with a look at Colonial America and the events that lead to revolution and independence from England. Students will examine the United States Constitution and the major debates that helped to shape the young Republic. As the young country matures, students will look at the rise of political parties. Students will study Westward Expansion and the affects it had on Native Americans, the land, and other nations. We will look at the causes and main events that lead to the American Civil War. Students will study the complex issues connected to American Reconstruction. Students will begin to comprehend the economic and social factors that contribute to American Industrialization. Finally, students will be asked to study the major concepts of Democracy. This course is based on the California Content Standards for 8th Grade Social Science Standards and is the individuals and societies grade 8 course for the International Baccalaureate Middle Years Programme.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Individuals and Societies 8 aims to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity.
- Understand the interactions and interdependence of individuals, societies and the environment.
- Understand how both environmental and human systems operate and evolve.
- Identify and develop concern for the well-being of human communities and the natural environment.
- Act as responsible citizens of local and global communities by becoming involved.
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Essential Questions:

1. Why study history?
2. How does bias and point of view affect the understanding of the historical events which made the United States a global leader?
3. What are the goals of the United States which were stated in the Preamble to the Constitution and how have we achieved these goals or are we still working to achieve them?
4. How does “history” change over the years and is the updating of the historical events necessary?

CCSS READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts like determining central ideas or themes of a text and analyzing the structure of texts.

The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

CCSS WRITING COMPONENT:

This course incorporates writing that engages students with written and oral activities specifically geared toward middle high school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

CCSS SPEAKING AND LISTENING COMPONENT:

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:

Not applicable

CCSS LANGUAGE COMPONENT:

This course supports the CCSS for the use of language, conventions, vocabulary acquisition and use. The course ensures that students' grammar and vocabulary use in English are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators

- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions	Additional Details
Immigration and Colonization	Globalizations and sustainability	<ul style="list-style-type: none"> ● What global interactions affect immigration? ● What type of events cause governments to create settlements? ● Do people have a choice to immigrate? 	<ul style="list-style-type: none"> ● Expectations of colonies ● Why people choose to colonize
From Comfort to Disgruntlement to War to Freedom	Personal and cultural expression	<ul style="list-style-type: none"> ● How is the American identity directly related to innovation and revolution? ● How is personal and cultural expression directly related to National identity? ● Is it justified for a people to revolt against their government and create a new identity? 	<ul style="list-style-type: none"> ● Events leading up to the American Revolution ● Participants of the Revolution
People, Government and Documents of Government	Fairness and development	<ul style="list-style-type: none"> ● What is America's founding ideals? ● How is the U.S. Constitution a living document that is relevant and fair? ● Is government necessary for structure in societies? ● Are all governments instituted to protect the people it governs? Why or why not? 	<ul style="list-style-type: none"> ● Major points of the Constitution ● Who/what is protected? ● How are changes made?
Early America: A Young Nation's Growing Pains	Identities and relationships	<ul style="list-style-type: none"> ● What are some of the problems the newly 	<ul style="list-style-type: none"> ● National Bank ● First Five Presidents

		<p>created United States face in the late 1700's and early 1800's?</p> <ul style="list-style-type: none"> • What processes did the United States go through? • How did national identity arise during the early 1800's? 	<ul style="list-style-type: none"> • Washington's State of the Union Address • Federalist vs. Jefferson & the Republicans • American's influence on the French Revolution • Rebellions
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TEXTBOOKS AND RESOURCES MATERIALS:

- Burstein, Stanley Mayer, and Richard Shek. *Holt United States History*. Orlando, FL: Holt, Rinehart and Winston, 2006.
- Center for Civic Education, *We the People the Citizen & the Constitution –level 2*, 2007, Dept. of Education Washington, DC.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Anchor Standards

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. 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.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge of Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic. Range of Reading and Level of Text Complexity.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Anchor Standards

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and audience.

Research to build and Present Knowledge

- 7. 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.
- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

California State History-Social Science Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
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).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, and John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
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.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

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.

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).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), and the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, and Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

MYP Criteria to Be Assessed:

Criterion A: Knowing and Understanding

- Use vocabulary in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Criterion B: Investigating

- Explain the choice of a research question.
- Follow an action plan to explore a research question.
- Collect and record relevant information consistent with the research question.
- Reflect on the process and results of the investigation.

Criterion C: Communicating

- Communicate information and ideas with clarity.
- Organize information and ideas effectively for the task.
- List sources of information in a way that follows the task instructions.

Criterion D: Thinking Critically

- Identify the main points of ideas, events, visual representation or arguments.
- Use information to justify an opinion.
- Identify and analyze a range of sources/data in terms of origin and purpose.
- Identify different views and their implications.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self directed learners** who will be able to use a variety of instructional tools to arrive at answers, problem solve, effectively use time management to do their projects and homework, and to take

responsibility for tracking their grades, communicating them with their parents and recognizing when to study harder and know how to improve their grades.

- **Efficient communicators** who can present ideas to the class, participate in discussions, and use not only opinion but also fact to express themselves.
- **Quality producers** who understand it takes work to do something correctly and can actively take steps to prevent or fix a problem that comes up.
- **Constructive thinkers** who can take what they have learned and apply it to real life by being able to recognize and explain the differences between fact and fiction.
- **Collaborative workers** who can work with other people in groups, divide work equally, monitor each other to stay on task, assist each other when help is needed, and appropriately confront a member when not all work is being shared equally.
- **Responsible citizens** who accept consequences for their actions, can demonstrate understanding of their role in the learning process, understand their role in politics, and can voice their opinion by voting, writing letters to congressmen, and signing a petition to change issues that affect them.

WORKS CITED

- *Individuals and Societies Guide*. N.P.: International Baccalaureate Organization, n.d. PDF.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**