

04_Unit 4: Launching the New Republic

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period**
Length: **4 weeks/ 20 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 8

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Political and civil institutions impact all aspects of people's lives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The government changed during the early years of the country.
- The pivotal decisions the founders made when dealing foreign matters.
- Andrew Jackson was a controversial yet effective president.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- The early government structures developed and eventually influenced the early political system in our country.
- Political party systems formed.
- The political party system shaped our government at a very early age and debate the impact on society today.
- The Constitution was tested during John Adam's presidency.
- The extent in which the political party system played a role in the election of 1800.
- The impact of the election of 1800 on the modern day election process.
- The United States faced questions to what extent the new nation should become involved in world affairs in the early 1800's.
- The foreign policy of the early Presidents established the character of our country today.
- The reasoning for and importance of Washington's Foreign Policy as our first president.
- The extent in which our country had gotten involved with European countries in our early republic and how that shaped the countries future.
- The reasoning for and importance of Adams' decisions dealing with other countries.
- The reasoning and implications of Jefferson's, Madison's, and Monroe's approach to foreign policy..
- That under Jackson the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights were reexamined.
- Jackson's actions as president contribute to regional and political tensions in the U.S..
- The Nullification Crisis was important.
- The Bank of the US was created to help deal with the countries economic struggles.

Procedural Knowledge

Students will be able to:

- Identify and describe the first political parties of the United States.
- Explain how political parties were formed.
- Explain how political parties continue to be shaped by different perspectives regarding the role and power of federal government.
- Identify the effect of inflation and debt on the American people.
- Identify and describe policies of the new nation (i.e. Monroe Doctrine).
- Evaluate the policies of state and national governments during this time.
- Explain the economic challenges faced by the new nation.
- Define/describe the National Bank.
- Analyze the debates involving the National Bank, uniform currency, and tariffs.
- Analyze and determine the extent to which the National Bank, uniform currency and tariffs met the economic challenges facing the new nation.

CONTENT AREA STANDARDS

SOC.6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
SOC.6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
SOC.6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

For this unit, formative assessments may include:

- observation
- one-on-one
- questioning
- graphic organizers

Alternative:

- anecdotal notes
- exit tickets

Summative Assessments

For this unit, summative assessments may include:

- Graphic organizers
- Homework
- Authentic Assessment
- Objective assessment
- Subjective assessments
- Mix Objective and Subjective Assessment
- Digital Projects

- Test/Quiz

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

History Alive; The United States Through Industrialism

www.teachtheci.com

Supplemental:

www.history.com

Brain Pop

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

Science - resources

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

