

Vocabulary	
Recommended Texts*	Resources *

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

8th Grade • First Quarter
Pacing Guide



U.S. History
Part I

Introduction to Your U.S. History Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout U.S. History units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

8th Grade U.S. History - Part 1First Quarter				
Foundations	ERA 3	ERA 4	ERA 5	ERA 6
<p>8-F1.1</p> <p><input type="checkbox"/> I CAN explain why colonists decided to declare their indepenence from Britian econimic, political and social freedoms.</p> <p>8-F1.2</p> <p><input type="checkbox"/> I CAN explain the grievances the colonists had against the British rule and King George.</p> <p>8-F1.3</p> <p><input type="checkbox"/> I CAN explain the new role of the new government created after the American Revolutiony War. I can explain the reasons for adoption and subsequently failure of the Articles of Confederation.</p>	<p>USHG 3.3.1</p> <p><input type="checkbox"/> I CAN explain the reasons for adoption and subsequently failure of the Articles of Confederation.</p> <p><input type="checkbox"/> I CAN explain the challenges the new government had dealing with social and economics events.</p> <p>USHG 3.3.2</p> <p><input type="checkbox"/> I CAN explain the stress the Articles had economically.</p> <p><input type="checkbox"/> I CAN determine why the Articles needed to be revised.</p> <p>USHG 3.3.3</p> <p><input type="checkbox"/> I CAN determine the challenges the delegates had proposing a new government.</p> <p><input type="checkbox"/> I CAN describe major issues debated at the Constitutional Convention and how were the issues resolved.</p> <p>USHG 3.3.4</p> <p><input type="checkbox"/> I CAN explain how the new government compromised the major issues including the three branches of government, federalism, rights of individuals, and voting.</p> <p><input type="checkbox"/> I CAN explain the compromises that occurred in the conventions and the results for each one.</p> <p>USHG 3.3.5</p> <p><input type="checkbox"/> I CAN explain the ratification process and the differences between Anti-Federalist and Federalist.</p> <p>USHG 3.3.6</p> <p><input type="checkbox"/> I CAN explain how the Bill of Rights reflected the concept of limted government and freedoms citizens have.</p> <p>USHG 3.3.7</p> <p><input type="checkbox"/> I CAN explain how using important primary sources helped shape the America societies beliefs and values.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> <div>Public Discourse</div> <p>P3.1</p> <p><input type="checkbox"/> I CAN identify, research, analze, discuss and defend a position on a national policy issue.</p> <p>P4.2.1</p> <p><input type="checkbox"/> I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.</p> <p>P4.2.2</p> <p><input type="checkbox"/> I CAN engage in activities to help solve national or international problems.</p> <p>P4.2.3</p> <p><input type="checkbox"/> I CAN volunteer to help out our society.</p>

Vocabulary	
Recommended Texts*	Resources*

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides. Go Mrs. B!

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

8th Grade • Second Quarter
Pacing Guide



U.S. History
Part I

Introduction to Your U.S. History Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout U.S. History units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

8th Grade U.S. History - Part 1Second Quarter				
ERA 3	ERA 4	ERA 5	ERA 6	Public Discourse
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>USGH 4.1.1</p> <p><input type="checkbox"/> I CAN analyze Washington’s Farewell address to determine significant challenges for the new nation and determine the extent to which subsequent Presidents heeded Washington’s advice.</p> <p>USGH 4.1.2</p> <p><input type="checkbox"/> I CAN explain how United States relationships with other countries changed over time using many treaties that were signed.</p> <p>USGH 4.1.3</p> <p><input type="checkbox"/> I CAN explain and examine the start of political parties and the influence the parties had on America economy and government policies.</p> <p>USGH 4.1.4</p> <p><input type="checkbox"/> I CAN explain how the US Supreme Court was established and the power it has on interpreting the Constitution.</p> <p>USGH 4.2.1</p> <p><input type="checkbox"/> I CAN explain the difference between northeast and south with respect of climate, social, economic and geography of the two regions.</p> <p><input type="checkbox"/> I CAN compare and contrast the two regions of Northeast and South in relations to economy.</p> <p>USGH 4.2.2</p> <p><input type="checkbox"/> I CAN explain the establishment of slavery and the the southern support and north opposition to the insitute.</p> <p>USGH 4.2.3</p> <p><input type="checkbox"/> I CAN explain the importance of the purchase of Louisana Territory and the expansion of the US.</p> <p><input type="checkbox"/> I CAN explain the ideology of Manifest Destiny and the consequences it had on Native Americans and other settlers of the western region.</p> <p>USGH 4.2.4</p> <p><input type="checkbox"/> I CAN explain the positive and negative consequences of expansion of the US involving Native Americans and expansion of slavery.</p> <p>USGH 4.3.1</p> <p><input type="checkbox"/> I CAN explain the importance of Horace Mann and free education.</p> <p>USGH 4.3.2</p> <p><input type="checkbox"/> I CAN explain the importance of the people involved with abolitionist movement.</p>	<p>USGH 5.1.2</p> <p><input type="checkbox"/> I CAN determine how Northwest Ordinance help established territories as free states.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>P3.1</p> <p><input type="checkbox"/> I CAN identify, research, analyze, discuss and defend a position on a national policy issue.</p> <p>P4.2.1</p> <p><input type="checkbox"/> I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.</p> <p>P4.2.2</p> <p><input type="checkbox"/> I CAN engage in activities to help solve national or international problems.</p> <p>P4.2.3</p> <p><input type="checkbox"/> I CAN volunteer to help out our society.</p>

Vocabulary	
Recommended Texts*	Resources *

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides. Go Mrs. B!

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

8th Grade • Third Quarter
Pacing Guide



U.S. History
Part I

Introduction to Your U.S. History Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout U.S. History units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

8th Grade U.S. History - Part 1 Third Quarter				
ERA 3	ERA 4	ERA 5	ERA 6	Public Discourse
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>USGH 4.2.4</p> <p><input type="checkbox"/> I CAN explain the positive and negative consequences of expansion of the US involving Native Americans and expansion of slavery.</p> <p>USGH 4.3.1</p> <p><input type="checkbox"/> I CAN explain the importance of Horace Mann and free education.</p> <p>USGH 4.3.2</p> <p><input type="checkbox"/> I CAN explain the importance of the people involved with abolitionist movement.</p> <p>USGH 4.3.3</p> <p><input type="checkbox"/> I CAN explain the importance of women's suffrage movement and whom were involved.</p> <p>USGH 4.3.4</p> <p><input type="checkbox"/> I CAN explain the importance of the temperance movement had on US society.</p> <p>USGH 4.3.5</p> <p><input type="checkbox"/> I CAN show the importance religion had on the antebellum reform movements.</p>	<p>USGH 5.1.1</p> <p><input type="checkbox"/> I CAN explain the differences and similarities of slaves and free blacks.</p> <p>USGH 5.1.2</p> <p><input type="checkbox"/> I CAN determine how Northwest Ordinance help established territories as free states.</p> <p>USGH 5.1.3</p> <p><input type="checkbox"/> I CAN explain the importance of key individuals whom helped solve issues occurring in the mid 1800's.</p> <p>USGH 5.1.4</p> <p><input type="checkbox"/> I CAN describe the importance of certain laws that increase tension between sections of the US.</p> <p><input type="checkbox"/> I CAN explain the importance political parties played in sectionalism</p> <p>USGH 5.1.5</p> <p><input type="checkbox"/> I CAN describe the resistance of enslaved people and whom were involved.</p> <p><input type="checkbox"/> I CAN explain the importance of the underground railroad and its effects.</p> <p>USGH 5.1.6</p> <p><input type="checkbox"/> I CAN explain the debates and compromises that occurred in the Constitution Convention dealing with state and individual rights.</p> <p>USGH 5.2.1</p> <p><input type="checkbox"/> I CAN explain the reason why southern states succeeded.</p> <p>USGH 5.2.2</p> <p><input type="checkbox"/> I CAN explain why north was victorious over the south in the Civil War.</p> <p>USGH 5.2.3</p> <p><input type="checkbox"/> I CAN explain the importance of Abraham Lincoln leadership and eventually the outcome of the War.</p> <p>USGH 5.2.4</p> <p><input type="checkbox"/> I CAN explain the role African Americans played in the victory for the North over the South.</p> <p>USGH 5.2.5</p> <p><input type="checkbox"/> I CAN explain the affects the Civil War had on various groups of people in US society.</p> <p>USGH 5.3.4</p> <p><input type="checkbox"/> I CAN explain the importance of the Civil War Amendments (13th,14th, and 15th).</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>P3.1</p> <p><input type="checkbox"/> I CAN identify, research, analyze, discuss and defend a position on a national policy issue.</p> <p>P4.2.1</p> <p><input type="checkbox"/> I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.</p> <p>P4.2.2</p> <p><input type="checkbox"/> I CAN engage in activities to help solve national or international problems.</p> <p>P4.2.3</p> <p><input type="checkbox"/> I CAN volunteer to help out our society.</p>

Vocabulary	
Recommended Texts*	Resources*

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout U.S. History units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.



DRAFT

8th Grade • Fourth Quarter
Pacing Guide



U.S. History
Part I

Introduction to Your U.S. History Pacing Guide

8th Grade					U.S. History - Part 1					Fourth Quarter				
ERA 3		ERA 4		ERA 5		ERA 6		Public Discourse						
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p>USGH 5.2.2</p> <p><input type="checkbox"/> I CAN explain why the north was victorious over the south in the Civil War.</p> <p>USGH 5.2.3</p> <p><input type="checkbox"/> I CAN explain the importance of Abraham Lincoln leadership and eventually the outcome of the War.</p> <p>USGH 5.2.4</p> <p><input type="checkbox"/> I CAN explain the role African Americans played in the victory for the North over the South.</p> <p>USGH 5.2.5</p> <p><input type="checkbox"/> I CAN explain the affects the Civil War had on various groups of people in US society.</p> <p>USGH 5.3.1</p> <p><input type="checkbox"/> I CAN explain the different positions each political group had on reconstructing the South.</p> <p>USGH 5.3.2</p> <p><input type="checkbox"/> I CAN explain the roles the Freedmen’s Bureau had on the rights of African Americans.</p> <p>USGH 5.3.3</p> <p><input type="checkbox"/> I CAN explain the roles African Americans had on each level of government.</p> <p><input type="checkbox"/> I CAN explain the resistance of whites on African Americans freedom and roles in government.</p> <p>USGH 5.3.4</p> <p><input type="checkbox"/> I CAN explain the importance of the Civil War Amendments (13th,14th, and 15th).</p> <p>USGH 5.3.5</p> <p><input type="checkbox"/> I CAN explain the imapact of the 1877 removal of soldiers from the south had on America.</p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p>P3.1</p> <p><input type="checkbox"/> I CAN identify, research, analze, discuss and defend a position on a national policy issue.</p> <p>P4.2.1</p> <p><input type="checkbox"/> I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.</p> <p>P4.2.2</p> <p><input type="checkbox"/> I CAN engage in activities to help solve national or international problems.</p> <p>P4.2.3</p> <p><input type="checkbox"/> I CAN volunteer to help out our society.</p>						