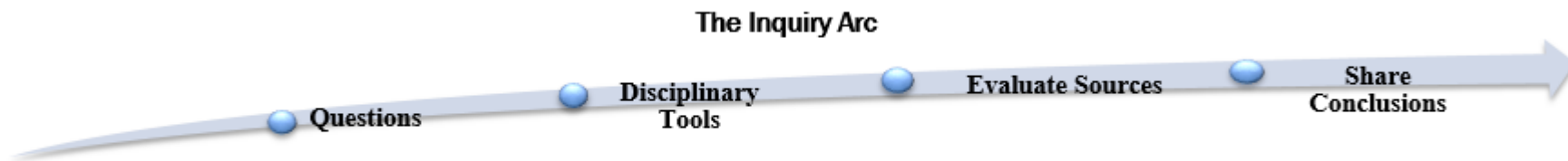


Middle School United States History Framework

Eighth grade United States History focuses on developing students' understanding of American History from Colonization until the dawn of the 20th Century. In United States History students interpret historical evidence and identify significant trends and major turning points that define the first 300 years of the American experience. The study of United States History will enable students to understand the development and expansion of a market economy and the economic forces that drove the growth of a continental power. In addition, students will examine the foundational documents and democratic practices that define the growth of the American Republic. Students will analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity. By considering events from multiple perspectives students will understand that women, African Americans, American Indians and other minorities possess historical agency. Awareness of these processes assist student comprehension of the complicated nature of the American story. To assist students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

Standard	Description of Standard
Standard 1.0 Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0 Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0 Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
Standard 4.0 Economics	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0 History	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Standard 6.0 Skills and Processes	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

Throughout the course, students should employ the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.



Middle School United States History Framework

Within the Inquiry Arc outlined in the 6.0 Skills and Processes document, students will be specifically assessed on the following skills:

Dimension 3:

- The student will evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source.
- Identify credible, relevant information contained in the sources.

Dimension 4

- Construct arguments using claims and evidence from multiple sources.

Structure of the Exam

Via multiple-choice and short and extended written responses, the Middle School Assessment will measure both students' understanding of the core content **and** the skills and processes outlined in the assessment limits. The exam will include four types of items (3 have samples linked below):

Question Type	Selected Response Items (SRs)	Content Constructed Response Items (CRs)	Technology-Enhanced Items (TEIs)	Evidence-Based Argument Set (EBAS)
Description	Students will select their response to the question from four answer options.	Students must develop the answer to a question using information that can be found in a particular text or other stimulus material (map, political cartoon, and quote) as well as background information that they bring to the question.	These items will require students to manipulate information on the computer screen in order to demonstrate knowledge. This could involve highlighting text, moving statements into categories, or selecting multiple responses.	Students will demonstrate historical thinking skills (outlined in dimensions 3 & 4 above) after examining various documents centered around a compelling question.
Example	<p style="text-align: center;">Sample SRs</p> <p>Which statement was most likely made by a Federalist during the debates over the ratification of the U.S. Constitution?</p> <ol style="list-style-type: none"> “A bill of rights is necessary to protect people’s liberties.” “A strong central government is necessary for our country.” “The states must retain their original powers.” “The states must determine whether slavery will exist.” 	<p style="text-align: center;">Sample with rubric</p> <p>Use your knowledge of United States History to answer the constructed-response question.</p> <ul style="list-style-type: none"> • Identify the views expressed by large and small states at the Constitutional Convention about how representation should be determined in the legislature. • Explain the impact that the Great Compromise had on the structure of the legislative branch. • Use details and examples to support your response. 	<p style="text-align: center;">Sample TEIs</p> <p>Sample technology-enhanced items can be found in the full-length practice test linked above.</p>	<p style="text-align: center;">Sample EBAS item</p>

Middle School United States History Framework

Using this document

The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

Sample Unit Template

Unit Enduring Understandings: An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

Unit Question: A **unit question** connects the big ideas in the enduring understandings and essential questions to the time period of study. Everything in the unit contributes to answering this question.

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The content topic indicates the umbrella under which several common topics are organized for study.	Essential questions help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	Indicator statements assist teachers in determining how to link specific content to be studied to the essential question. <ul style="list-style-type: none">• Objectives provide teachers with detailed information regarding what specific learning should occur.	Assessment limits designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.

Middle School United States History Framework

Colonization (1607-1754)

Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understandings: When diverse cultures interact, it can lead to conflict, change, and cooperation.

Unit Question: How did the interaction of European, African, and Native cultures lead to conflict, change, and/or cooperation?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Interactions in the New World	How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples?	<p>Students will evaluate the interaction of European, African, and Native cultures in colonial America by:</p> <ul style="list-style-type: none"> Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival. Assessing the range of reactions of Native populations to the colonization of North America. Analyzing the factors causing European migration to North America. Identifying the causes and impacts of slavery in colonial North America. 	<p>➤ This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.</p>
Colonial North America	What fostered the development of distinct regions in colonial North America?	<p>Students will analyze how geography and economics influenced the location and development of Colonial North American regions by:</p> <ul style="list-style-type: none"> Comparing the economic, political, social, religious and ethnic composition of colonial regions of New England, the mid-Atlantic, the Chesapeake, and the South. Evaluating the impact of mercantilism on the political and economic relationship between the North American colonies and Great Britain. 	<p>➤ This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.</p>

Middle School United States History Framework

The American Revolution (1754-1783)

Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understanding: Numerous factors compel people to change or abolish a government.

Unit Question: To what extent were American Colonists justified in rebelling against British authority?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
French and Indian War	How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?	<p>Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies by:</p> <ul style="list-style-type: none"> ● Explaining the sources of conflict among and between American Indians, European powers, and Americans' migrating west of the Appalachian Mountains. ● Assessing how the French and Indian War impacted American Indian alliances, British colonial policies, and American colonists. 	<ul style="list-style-type: none"> ➤ Sources of conflict: Land, trade, migration. ➤ Impacts of the French and Indian War: Proclamation of 1763, taxation, Pontiac's Rebellion. ➤ Other topics may be assessed but information will be provided.
British Acts and Colonial Acts of Resistance	Why and how did Americans resist the British?	<p>Students will evaluate the significance of the end of salutary neglect as a turning point in American History by:</p> <ul style="list-style-type: none"> ● Analyzing the effect of British policies on the American colonies. ● Evaluating the effectiveness of the methods of colonial resistance to British policies. ● Identifying the principles expressed in the Declaration of Independence. 	<ul style="list-style-type: none"> ➤ British Colonial policies: Sugar Act, Townsend Acts, Intolerable Acts. ➤ Methods of resistance: Boycotts (Homespun Movement), Organizations (Sons and Daughters of Liberty), protest (Boston Tea Party). ➤ Principles in the Declaration: Natural Rights, consent of the governed, right of people to alter or abolish government. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The American Revolution	What were the military and social factors that impacted the outcome of the American Revolution?	<p>Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War by:</p> <ul style="list-style-type: none"> ● Analyzing the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British. ● Assessing how free and enslaved African Americans, women and American Indians, contributed to and were impacted by the American Revolution. 	<ul style="list-style-type: none"> ➤ Factors that influenced American victory: Domestic (Tories and Loyalists), Military (George Washington’s leadership), Diplomatic (French intervention), geographic (knowledge of land). ➤ Contributions to/Impacted by the American Revolution: Breakdown of native confederacy, manumission, treatment of Loyalists. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Founding of the New Government (1776-1791)

Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understandings: Nations are constructed and governed through compromise and conflict.

Unit Question: How does the Constitution reflect compromise and conflict?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Articles of Confederation	How effective were the Articles of Confederation at governing the new nation?	<p>Students will evaluate the historical significance of the Articles of Confederation by:</p> <ul style="list-style-type: none"> ● Explaining the structure and the powers of the Articles of Confederation. ● Analyzing the success and failures of the Articles of Confederation. 	<ul style="list-style-type: none"> ➤ Structure/Powers of Articles of Confederation: No national court system, no national army, weak national executive, lack of national currency, inability to raise taxes. ➤ Success and failures: Northwest Ordinance, rise of sectionalism, Shays’ Rebellion. ➤ Other topics may be assessed but information will be provided.
Constitutional Convention	What challenges to upholding the ideals of the Declaration of Independence existed after the Constitutional Convention?	<p>Students will evaluate the reasons for the development of the United States Constitution by:</p> <ul style="list-style-type: none"> ● Describing the purpose of the Constitutional Convention. ● Analyzing how the Great Compromise addressed regional interests and differences. ● Describing the sectional debate over slavery and how the Constitution addressed slavery and freedom. 	<ul style="list-style-type: none"> ➤ Purpose of the Convention: Amending the Articles, stronger central government. ➤ Great Compromise: Bicameral structure of Congress, impact on representation. ➤ Sectional Debate: Three-Fifths Compromise, fugitive slave clause, slave importation. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
United States Constitution	How and why is power distributed in the United States Constitution?	<p>Students will evaluate the impact of the Constitution on the structure of the United States government by:</p> <ul style="list-style-type: none"> ● Identifying the goals of the Constitution as stated in the Preamble. ● Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government. ● Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution. 	<ul style="list-style-type: none"> ➤ Goals of Constitution in Preamble: More perfect Union, establish justice, ensure domestic tranquility, promote the common defense, promote the general welfare, and secure the blessings of liberty. ➤ The principles of government: checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government. ➤ Other topics may be assessed but information will be provided.
Ratification and the Bill of Rights	How does the Bill of Rights reflect compromise and conflict between the government and its people?	<p>Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution by:</p> <ul style="list-style-type: none"> ● Analyzing the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution. ● Evaluating the impact of the Bill of Rights on the ratification of the Constitution. 	<ul style="list-style-type: none"> ➤ Federalists/Anti-Federalist: Federalists strong central government, anti-Federalists strong state government and Bill of Rights. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

A New Nation (1787-1825)

- Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understanding: New nations experience success and failure in foreign and domestic affairs which shape their growth and development.

Unit Question: How did the successes and failures in foreign and domestic affairs shape the development of the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Early Republic	How effectively did the federal government respond to domestic and foreign challenges?	<p>Students will evaluate the short and long term impact of government decisions made during Federalist administrations by:</p> <ul style="list-style-type: none"> • Identifying the impact President George Washington had on setting precedents for the office of the President. • Evaluating the evolution and impact of the Federalist and Democratic-Republican parties on domestic and foreign policy. • Explaining the impact of <i>Marbury v Madison</i> (1803) on the power of the Supreme Court. <p>Students will evaluate the historical significance of the Louisiana Purchase on the United States by:</p> <ul style="list-style-type: none"> • Analyzing the diplomatic and constitutional challenges involved in the Louisiana Purchase. • Assessing the political and economic impact of the Louisiana Purchase and its impact on the United States relations with native populations. 	<ul style="list-style-type: none"> ➤ Precedents Set: Two terms, peaceful transition of power, development of a cabinet, strict and loose interpretation of the Constitution. ➤ Outcomes of the debates over the Whiskey Tax, national bank, and Alien and Sedition Act of 1798. ➤ Impact of <i>Marbury v. Madison</i>: Judicial review. ➤ Other topics may be assessed but information will be provided. ➤ Louisiana Purchase: French and Spanish interests, and arguments for and against the purchase. ➤ Impacts of the Louisiana Purchase: Nation’s geographic size, economic growth, relationship with American Indian tribes and foreign countries. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Second War of Independence	How did the war of 1812 shape national identity?	<p>Students will analyze the emerging foreign policy of the United States by:</p> <ul style="list-style-type: none"> • Identifying the domestic and foreign causes of the War of 1812. • Explaining the political, geographic, and military factors that led to the American defeat of the British. • Analyzing how the War of 1812 impacted Native tribes, American political parties, and American nationalism. 	<ul style="list-style-type: none"> ➤ Causes of the War: The Embargo Act of 1807, impressment, War Hawks, Tecumseh. ➤ Factors leading to defeat of the British: Political (Burning of the Capitol), geographic (control of the Great Lakes), military (leadership of Andrew Jackson). ➤ Impacts of the war: Demise of the Federalist Party, nationalism, growth of American industry, Monroe Doctrine, reduction of tribal territory. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Geographic Expansion and Political Division (1820-1860)

Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understanding: National unity can be challenged by political, social, and economic change.

Unit Question: How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Sectional Growth	How did regional tensions challenge national unity?	<p>Students will analyze the influence of industrialization, technological , and demographic changes on society by:</p> <ul style="list-style-type: none"> Assessing the impact of technological developments in communication and transportation. Evaluating the growth of the factory system and its impacts on labor, women, and migration. Assessing the impact of the Supreme Court of John Marshall on national power and economic growth. Identifying the push and pull factors driving antebellum immigration. <p>Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by:</p> <ul style="list-style-type: none"> Evaluating the impact of technology on the geographic expansion of the institution of slavery. Analyzing the conditions that defined life for the enslaved. Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism. Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism. 	<ul style="list-style-type: none"> Technological developments: Telegraph, canals, railroads. Impacts of technological change: economic growth, national unity, migration. Factory System: Interchangeable parts, Lowell Mills. Supreme Court: <i>McCulloch v. Maryland</i> (1819) Immigration: Origins of immigrants, nativism. Expansion of slavery: Cotton Gin, cotton belt. Conditions of slavery: marriage, punishments, family separation. Resistance to slavery: Rebellion, destruction of property, running away, sabotage.

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
			<ul style="list-style-type: none"> ➤ Effectiveness of the Missouri Compromise: Impact on slave-free state balance. ➤ Other topics may be assessed but information will be provided.
Jacksonian Era	How can shifts in executive power impact the social, economic, and political life of a nation?	<p>Students will evaluate the political, economic, and social impact of Jacksonian Democracy by:</p> <ul style="list-style-type: none"> • Explaining the impact of President Andrew Jackson’s presidency on sectional politics, democracy, electoral processes, and the economy. • Contrasting the Native and American arguments surrounding the issue of American Indian rights and land ownership. 	<ul style="list-style-type: none"> ➤ Andrew Jackson: Nullification crisis, national bank, expansion of the franchise. ➤ American Indian Removal: Characteristics of Native life, Indian Removal Act, <i>Worcester v. Georgia</i> (1832), Trail of Tears. ➤ Other topics may be assessed but information will be provided.
Social Reform Movements	How can individuals and groups affect social change?	<p>Students will analyze the impact of antebellum reform movements on American politics and society by:</p> <ul style="list-style-type: none"> • Evaluating the impact of social reform movements on temperance, prison, and educational reform. • Tracing the evolution, arguments, and impacts of the antebellum women’s movement. • Identifying the methods, arguments, and impacts of the abolitionist movement. 	<ul style="list-style-type: none"> ➤ Social reform: Temperance, prison reform. ➤ Women’s Movement: Laws affecting women, Declaration of Rights and Sentiments, Elizabeth Cady Stanton. ➤ Abolitionist movement: Underground Railroad, Frederick Douglass, Harriet Tubman, moral suasion/literature and propaganda. ➤ Other topics may be assessed but information will be provided

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Westward Expansion	Do the benefits of territorial expansion outweigh the costs?	<p>Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by:</p> <ul style="list-style-type: none"> Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession. Analyzing the consequences of the rapid settlement of California, Oregon, and Texas. Explaining the causes, course, and consequences of the Mexican-American War. Assessing the impacts of the Compromise of 1850. 	<ul style="list-style-type: none"> Manifest Destiny: Key components of the concept, views of American Indians, Mexicans, and Anglos. Rapid Settlement: Territorial growth of the United States, impact on slave-free state balance. Mexican-American War: Territorial growth of the United States. Compromise of 1850: Fugitive Slave Law, impact on slave and free-state balance.
Path to Disunion	What factors lead a country to civil war?	<p>Students will evaluate the causes of the Civil War by:</p> <ul style="list-style-type: none"> Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization. Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states. Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict. 	<ul style="list-style-type: none"> Sectional polarization: Kansas-Nebraska Act, popular sovereignty, <i>Dred Scott v. Sandford</i> (1857), John Brown. Election of 1860: Abraham Lincoln, Secession. Causes of the Civil War: Slavery, economic differences, westward expansion, political parties, states' rights. Other topics may be assessed but information will be provided.

Middle School United States History Framework

Civil War and Reunion (1860-1896)

- Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understanding: Societies efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

Unit Question: How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
The Civil War	How does war impact and change society?	<p>Students will analyze factors affecting the outcome of the Civil War by:</p> <ul style="list-style-type: none"> • Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy. • Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict. <p>Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by:</p> <ul style="list-style-type: none"> • Evaluating the military and historic significance of the Emancipation Proclamation. • Evaluating the efficacy and constitutionality of President Abraham Lincoln’s suspension of the Writ of Habeas Corpus. • Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War. 	<ul style="list-style-type: none"> ➤ Goals, resources, strategies, and technology: Contrast resources available to the Union and Confederacy at outset of the war, naval blockade, King Cotton Diplomacy, conscription. ➤ Significance of the Emancipation Proclamation: African American troops, emancipation. ➤ Evaluating Civil Liberties: <i>Ex Parte Merryman</i> (1861). ➤ Economic opportunities/obstacles: Draft Riots, Bread riots, inflation, increase in industry. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Reconstruction and Reunion	How does a nation reconcile past injustices?	<p>Students will analyze the political, economic, and social goals of Reconstruction by:</p> <ul style="list-style-type: none"> • Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans. • Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans. • Examining the ways in which African American communities fought to protect and expand their rights. <p>Students will explain how the United States government protected or failed to protect the rights of individuals and groups by:</p> <ul style="list-style-type: none"> • Assessing the factors that influenced the end of Reconstruction. • Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws and disenfranchisement on the enforceability of the 13th, 14th, and 15th Amendments. 	<ul style="list-style-type: none"> ➤ Goals and Policies: 13th, 14th, and 15th Amendments, Freedmen’s Bureau, Military Reconstruction Act. ➤ Actions taken to deny freedoms: Black Codes, First Ku Klux Klan, share cropping. ➤ Protecting and expanding rights: Role of the church, education, and voting. ➤ Other topics may be assessed but information will be provided. ➤ Election of 1876/ Bargain of 1877 ➤ <i>Plessy v. Ferguson</i> (1896), Jim Crow Laws, convict labor lease system, grandfather clause, literacy test, poll tax. ➤ Other topics may be assessed but information will be provided.

Middle School United States History Framework

Growth of Industrial America (1877-1890)

Standard 1.0 Civics
 Standard 2.0 Peoples of the Nations and World
 Standard 3.0 Geography
 Standard 4.0 Economics
 Standard 5.0 History
 Standard 6.0 Skills and Processes

Unit Enduring Understanding: Economic growth destroys old means of production and replaces them with new ones.

Unit Question: How did economic change alter political and social relationships in the United States?

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
Industrialization	Did the benefits of post-Civil War industrialization outweigh the costs?	<p>Students will analyze the causes and consequences of Industrialization in the late 19th century United States by:</p> <ul style="list-style-type: none"> • Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization. • Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy. • Evaluating the impact of industrialization and laissez-faire policies on labor. • Identifying responses to post-Civil War immigration. 	<p>This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.</p>

Middle School United States History Framework

Content Topic	Essential Question	Indicator and Objectives	Assessment Limits
<p>Westward Movement</p>	<p>Did American Westward Expansion challenge and promote national unity?</p>	<p>Students will analyze the causes and consequences of westward expansion by:</p> <ul style="list-style-type: none"> • Describing the impact of geography and technology on the settlement of the west. • Evaluating the American Indian responses to western migration. • Evaluating the impact of government actions on patterns of immigration. • Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women. 	<p>This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.</p>