

PATRIOT'S WEEK SCHEDULE - 6th GRADE

9/11 - Revolution

- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/12 - Rule of Law

- 6 - C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
- 6 - C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.
- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/13 - Social Compact

- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/14 - Equality (Gender)

- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/15 - Equality (Race)

- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

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9/16 - Unalienable Rights

- 6 - C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
- 6 - C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.
- 6 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
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9/17 - Limited Government

- 6 - C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
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PATRIOT'S WEEK SCHEDULE - 7th GRADE

9/11 - Revolution

- 7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 7 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/12 - Rule of Law

- 7 - C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 7 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/13 - Social Compact

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- 7 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/14 - Equality (Gender)

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9/17 - Limited Government

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PATRIOT'S WEEK SCHEDULE - 8th GRADE

9/11 - Revolution

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing

- *colonists' views of government*
- *their reasons for separating from Great Britain. (C2)*

F1.3 Describe the consequences of the American Revolution by analyzing the

- *birth of an independent republican government (C2)*
- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

- 8 - U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)
- 8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.
- 8 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/12 – Rule of Law

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
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- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)
- 8 – U4.1.4 **Establishing a National Judiciary and Its Power** – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCullough v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). (C3, E1.4, 2.2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

9/13 – Social Compact

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
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- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (*National Geography Standard 3, p. 148*)
- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)
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9/14 – Equality (Gender)

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- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
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8 – U4.2.1 **Comparing Northeast and the South** – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- *agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171)*
- *industry, including entrepreneurial development of new industries, such as textiles (E1.1)*
- *the labor force including labor incentives and changes in labor forces (E1.2)*
- *transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148)*
- *immigration and the growth of nativism (National Geography Standard 9, p. 160)*

- race relations
 - class relations
- 8 - U4.2.2 **The Institution of Slavery** – Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 - U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (*National Geography Standard 6, p. 154*)
- 8 - U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 - U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 - U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geography Standard 12, p. 167*)
- 8 - U5.1.4 Describe how the following increased sectional tensions
- the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act
 - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
 - the Dred Scott v. Sandford decision (1857)
 - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (*National Geography Standard 13, p. 169*)
- 8 - U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.
- 8 - U5.2.3 Examine Abraham Lincoln’s presidency with respect to
- his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)

- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 - U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 - U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen’s Bureau (E2.2)
 - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 - U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (*National Geography Standard 10, p. 162*)
- 8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 - U6.1.1 America at Century’s End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and the response of African Americans
- 8 - P4.2.3 Participate in projects to help or inform others (e.g. service learning projects).

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- 8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans

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- 8 - U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.
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