

Wallenpaupack Area School District Planned Course Curriculum Guide

Social Studies

8th Grade History U.S. History I

Course Description:

Eighth grade Social Studies is an opportunity for students to review geography skills, The French & Indian War, The rise of anti-British sentiments in the colonies, The Fight for Independence, the growth and challenges of America as a new nation, The impact of the French Revolution on early American policy, and the U.S. Constitution and the Bill of Rights as well as the first 5 presidencies of the infant United States and their respective challenges.

Revision Date:

November 2023

This PCCG is designed as an ACTIVE document capable of technological modification as required.

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 1: French & Indian War	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

7.3.8.A Explain the human characteristics of places and regions using the following criteria:

Population, Culture, Settlement, Economic activities, Political Activities

7.4.8.A Illustrate the effects of the physical systems on people within regions.

7.4.8.B Interpret the effects of people on the physical systems within regions.

5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty/freedom, democracy, justice, equality

UNIT OBJECTIVES (SWBATS):

- **Students will be able to describe the reasons war broke out between the French & the British in North America.**
- **Students will be able to explain why the momentum during the war changed for both Britain and France.**
- **Students will be able to explain the reasons for Pontiac’s War.**
- **Students will be able to explain the Proclamation of 1763 and its impact on the American colonies.**
- **Students will be able to explain how the French and Indian war changed the relationship between the colonists and their “mother country” of Britain.**

INSTRUCTIONAL STRATEGIES/ACTIVITIES:		
Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	
ANCHOR VOCABULARY:		
Geographic Tools	Physical regions	Human Features
Culture	Democracy	Equality
Policy	Government	Diplomacy
Politics	Economic	Civics
Social	Commerce	Industry
Artifacts	Technology	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):		
<ul style="list-style-type: none"> • Homework • Tests • Quizzes • Projects 		
EVIDENCE OF MASTERY:		
<ul style="list-style-type: none"> • Formative Assessments • Teacher/Department generated Exams/quizzes • Mastery is demonstrated by the passing of the course. 		
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)		
Remediation:		
<ul style="list-style-type: none"> • Appropriate accommodations based on the student's IEP/504 Plan • Study guides by Unit • Explicit modeling followed by systematic guided practice 		
Extension:		
<ul style="list-style-type: none"> • Assign narrative selections that are appropriate level of student comprehension • Extending skills to the next level of complexity • Individualized enriched assignments and activities 		
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):		
<ul style="list-style-type: none"> • Discovery Education Techbook • Various websites/resources • Prentice Hall: • <u>The American Nation</u> • ISBN: 13-058851-2 • ©2003 • Teacher Created Resources 		

- **Maps**
- **Primary Sources**
- **Notes / Lecture**
- **Student Group Work**
- **Student Worksheets**
- **Internet**
- **Power Point Presentation**
- **Videotape/DVD**

RESOURCE SPECIFIC VOCABULARY:

Proclamation of 1763

Acadia

Pittsburgh

Iroquois

Fort Duquesne

Albany Plan of Union

Fort William Henry

Fort Oswego

Treaty of Paris

Fort Quebec

Fort Necessity

Plains of Abraham

Pontiac's War

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 2: Turmoil over Taxation	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

7.2.8.A Explain the characteristics of places and regions.

7.3.8.A Explain the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political Activities

5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
Liberty/freedom, democracy, justice, equality

5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution

5.3.8.C Describe how local, state, and national governments provide services.

5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.6.C Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

UNIT OBJECTIVES (SWBATS):

- Student will be able to describe factors surrounding the policy of Britain implementing taxes on the colonies.

- Student will be able to explain why these new taxes were perceived as “unfair” by the colonists.
- Students will be able to explain events that created escalation between the colonies and Britain.
- Students will be able to describe the influence various groups in the colonies had on perceptions of Britain’s government and monarchy.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
Culture	Democracy	Equality
Policy	Government	Diplomacy
Politics	Economic	Civics
Social	Commerce	Industry
Artifacts	Technology	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Homework
- Tests
- Quizzes
- Projects

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Formative Assessments
- Teacher/Department generated Exams/quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student’s IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Techbook
- Various websites/resources

- **Prentice Hall:**
- **The American Nation**
- **ISBN: 13-058851-2**
- **©2003**
- **Teacher Created Resources**
- **Maps**
- **Primary Sources**
- **Notes / Lecture**
- **Student Group Work**
- **Student Worksheets**
- **Internet**
- **Power Point Presentation**
- **Videotape/DVD**

RESOURCE SPECIFIC VOCABULARY:

Stamp Act	Townshend Act	writ of assistance
Boston Massacre	boycott	repeal
Tea Act	British East India Company	Boston Tea Party
Sons of Liberty	Intolerable Acts	Quartering Act
First Continental Congress	Minutemen	Militia
Lexington & Concord		

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 3: American Revolution	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

**7.3.8.A Explain the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political Activities**

**5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
Liberty/freedom, democracy, justice, equality**

5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution

5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.

5.3.8.C Describe how local, state, and national governments provide services.

5.4.8A Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.2.6A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

8.2.7.A Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Students will be able to explain factors which led to the American Revolution? • Students will be able to discuss the major battles of the American Revolution? • Students will be able to recall and explain social, economic, and political obstacles the country faced after declaring their independence. • Students will be able to discuss specific challenges Washington faced as the commander of the Continental Army. • Students will be able to explain the turning point in the American Revolution and its significance. • Students will be able to explain various contributing factors that led to the victory of the colonists 																				
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- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation
- Videotape/DVD

RESOURCE SPECIFIC VOCABULARY:

King George III
Continental Army
Loyalist
Blockade
Thomas Paine
Thomas Jefferson
Traitor
Nathan Hale
Battle of Saratoga
Ally
Mary Ludwig Hays
George Rogers Clark
John Paul Jones
Charles Cornwallis
Francis Marion
Guerrilla
Treaty of Paris 1783

Olive Branch Petition
Patriot
Battle of Bunker Hill
Mercenary
Common Sense
Declaration of Independence
Preamble
Battle of Trenton
Valley Forge
cavalry
Peter Salem
Bernardo de Galvez
Daniel Morgan
ratify
Benedict Arnold
siege

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 4: The American Constitution	TIMEFRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>5.1.8.A Identify the sources of the rule of law.</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty/freedom, democracy, justice, equality</p> <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution</p> <p>5.2.8.C Describe the role of political leadership and public service.</p> <p>5.2.8.D Describe the citizen’s role in the political process.</p> <p>5.3.8.A Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.</p> <p>5.3.8.C Describe how local, state, and national governments provide services.</p> <p>5.3.8.D Identify leadership positions and the role of political party affiliation at the local, state, and national levels.</p> <p>5.3.6.F Explain how courts resolve conflicts.</p> <p>5.3.7.F Identify the different levels of the court system.</p> <p>5.3.8.F Explain the various judicial levels of the court system</p> <p>8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.2.6.A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.</p> <p>8.2.7.A Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p> <p>8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the</p>

history and development of the world.

UNIT OBJECTIVES (SWBATS):

- Students will be able to identify events from history that influenced the founding fathers when creating the United States Constitution.
- Students will be able to identify documents from history that influenced the founding fathers when creating the United States Constitution.
- Students will be able to identify philosophies of government from various persons in history and explain their influence on the founding fathers.
- Students will be able to explain compromises that were reached among the founding fathers when creating our constitution.
- Students will be able to identify the 3 branches of United States government as well as explain the philosophy as to why this was necessary.
- Students will be able to describe the basic differences between federalists and anti-federalists at this time.
- Students will be able to explain why the Constitution is considered a living document?
- Students will be able to explain how governmental powers are distributed by the Constitution?
- Students will be able to discuss and explain the powers of each respective branch of government.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
Culture	Democracy	Equality
Policy	Government	Diplomacy
Politics	Economic	Civics
Social	Commerce	Industry
Artifacts	Technology	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Homework
- Tests
- Quizzes
- Projects

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Formative Assessments
- Teacher/Department generated Exams/quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Techbook
- Various websites/resources
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- ©2003
- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation
- Videotape/DVD

RESOURCE SPECIFIC VOCABULARY:

Baron de Montesquieu	Articles of Confederation	Shay's Rebellion
Representative Government	Bill of Rights	Magna Carta
Compact	Confederation	Mayflower
Second Continental Congress	Albany Plan of Union	First Continental Congress
Declaration of Independence	Article of Confederation	Annapolis Convention
New Jersey Plan	Great Compromise	Habeas Corpus
Legislative	Executive	Judicial
Virginia Plan	Connecticut Compromise	
House of Representatives	Senate	Federalist
Anti-Federalist	Amendments	War Powers Act
John Locke		

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Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 5: The American Bill of Rights	TIMEFRAME: 1 week

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>5.1.8.A Identify the sources of the rule of law.</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty/freedom, democracy, justice, equality</p> <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution</p> <p>5.1.8.E Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.</p> <p>5.2.8.D Describe the citizen’s role in the political process.</p> <p>5.3.7.H Describe the influence of mass media on society.</p> <p>5.3.8.H Describe the influence of mass media on government.</p> <p>5.4.8.C Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.</p> <p>5.4.8.D Describe how mass media influences our view of international events.</p> <p>8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.1.7.C Form a thesis statement on an assigned topic using appropriate primary and secondary sources.</p> <p>8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.</p> <p>8.2.6.A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.</p> <p>8.2.7.A Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic</p>

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8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

UNIT OBJECTIVES (SWBATS):

- Students will be able to explain specific events in history that influenced the creation of the American Bill of Rights.
- Students will be able to define the significance of each of the first 10 Amendments.
- Students will be able to cite specific challenges in today's American society regarding some of the first 10 Amendments.
- Students will be able to explain the impact 9/11 had on our American Bill of Rights.
- Students will be able to explain why today's war on Terrorism has changed the way our Bill of Rights may be perceived by some in this country.
- Students will be able to discuss further amendments added to our original Bill of Rights and why the amendments became necessary as we as a country evolved.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
Culture	Democracy	Equality
Policy	Government	Diplomacy
Politics	Economic	Civics
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Artifacts	Technology	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

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- Maps
- Primary Sources
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RESOURCE SPECIFIC VOCABULARY:

Amendment
Abridge
Militia
Seizure
Deprive
Prosecution
Confront
Imposed
Deny

Congress
assemble
infringe
violate
liberty
impartial
compulsory
enumeration
prohibited

Prohibit
petition
consent
jeopardy
process
accusation
counsel
construe
reserved

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 6: PA History / Unit / PA Constitution	TIMEFRAME: 1 week

PA COMMON CORE/NATIONAL STANDARDS:

- 7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8.B Explain and locate places and regions as defined by physical and human features.
- 7.2.8.A Explain the characteristics of places and regions.
- 7.2.8.B Explain the physical processes that shape patterns on Earth's surface.
- 7.3.8.A Explain the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political Activities
- 7.4.8.A Illustrate the effects of the physical systems on people within regions.
- 7.4.8.B Interpret the effects of people on the physical systems within regions.
- 5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
Liberty/freedom, democracy, justice, equality
- 5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution
- 5.1.8.E Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.
- 5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.
- 5.3.8.A Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.
- 5.3.8.B Compare and contrast the policy-making process between Pennsylvania and the federal government.
- 5.3.8.C Describe how local, state, and national governments provide services.
- 5.3.8.D Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
- 5.3.8.I Describe various types of projects and services provided through local, state, and national taxes
- 5.3.6.F Explain how courts resolve conflicts.
- 5.3.6.G Identify individual interest groups and how they impact government.
- 5.3.6.H Describe the influence of mass media on society.
- 5.3.7.F Identify the different levels of the court system.
- 5.3.7.G Explain the role of interest groups in local and Pennsylvania governments.
- 5.3.7.H Describe the influence of mass media on society.
- 5.3.8.F Explain the various judicial levels of the court system
- 5.3.8.G Explain the role of interest groups in the federal government process.
- 5.3.8.H Describe the influence of mass media on government.
- 8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.2.6.A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

8.2.7.A Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

UNIT OBJECTIVES (SWBATS):

- The student will be able to identify social, political cultural and economic contributions of specific individuals and groups from Pennsylvania.
- The student will be able to analyze principles and ideas that influenced local, Pennsylvania, and national government.
- The student will be able to identify their individual role in the political process as a citizen of the United States.
- The student will be able to compare and contrast the policy-making process between Pennsylvania and the federal government.
- The student will be able to describe how local, state and national governments provide services.
- The student will be able to explain how continuity and change have impacted Pennsylvania history, belief systems and religions, commerce and industry, technology, politics and government, as well as social organizations

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
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Culture Policy Politics Social Artifacts	Democracy Government Economic Commerce Technology	Equality Diplomacy Civics Industry
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Homework • Tests • Quizzes • Projects 		
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): <ul style="list-style-type: none"> • Formative Assessments • Teacher/Department generated Exams/quizzes • Mastery is demonstrated by the passing of the course. 		
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Remediation: <ul style="list-style-type: none"> • Appropriate accommodations based on the student's IEP/504 Plan • Study guides by Unit • Explicit modeling followed by systematic guided practice Extension: <ul style="list-style-type: none"> • Assign narrative selections that are appropriate level of student comprehension • Extending skills to the next level of complexity • Individualized enriched assignments and activities 		
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Discovery Education Techbook • Various websites/resources • Prentice Hall: • <u>The American Nation</u> • ISBN: 13-058851-2 • ©2003 • Teacher Created Resources • Maps • Primary Sources • Notes / Lecture • Student Group Work • Student Worksheets • Internet • Power Point Presentation • Videotape/DVD 		

RESOURCE SPECIFIC VOCABULARY:	
William Penn Benjamin Franklin	Quakers Pennsylvania Dutch
Wallenpaupack Area School District Curriculum	
COURSE: 8 th Grade Social Studies	GRADE/S: 8 th Grade
UNIT 7: French Revolution	TIMEFRAME: 2 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political Activities</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty/freedom, democracy, justice, equality</p> <p>5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence , United States Constitution , Bill of Rights, Pennsylvania Constitution</p> <p>5.3.6.G Identify individual interest groups and how they impact government.</p> <p>5.3.8.J Compare democracy to totalitarianism</p> <p>5.4.6.A Identify how countries have varying interests</p> <p>5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.</p> <p>5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.</p> <p>8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military conflict , Economic stability</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.</p> <p>8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p>
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8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

UNIT OBJECTIVES (SWBATS):

- Students will be able to explain the various causes of the French Revolution
- Students will be able to discuss the effect of The French revolution on early American policy.
- Students will be able to compare and contrast the American Revolution to the French Revolution.
- Students will be able to describe which type of government the Constitution of 1791 created.
- Students will be able to describe what the Tennis Court Oath established.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Oral Questioning	Short Answers	Class Discussions
Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
Culture	Democracy	Equality
Policy	Government	Diplomacy
Politics	Economic	Civics
Social	Commerce	Industry
Artifacts	Technology	

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Homework
- Tests
- Quizzes
- Projects

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Formative Assessments
- Teacher/Department generated Exams/quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Study guides by Unit
- Explicit modeling followed by systematic guided practice

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Techbook
- Various websites/resources
- Prentice Hall:
- The American Nation
- ISBN: 13-058851-2
- ©2003
- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation
- Videotape/DVD

RESOURCE SPECIFIC VOCABULARY:

Estates General

Marie Antoinette

Robespierre

Conservative

Absolute Monarchy

Declaration of the Rights of Man

Coup d'état

Continental System

tyranny

Louis XIV

radical

Guillotine

Jacobins

Napoleon

Palace of Versailles

Bastille

Louis XVI

moderate

reign of terror

Bourgeoisie

Napoleonic Code

Congress of Vienna

Wallenpaupack Area School District Curriculum	
COURSE: 8th Grade Social Studies	GRADE/S: 8th Grade
UNIT 8: American Presidencies from 1789 through 1825 and their respective challenges	TIMEFRAME: 6 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.</p> <p>7.1.8.B Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.8.A Explain the characteristics of places and regions.</p> <p>7.2.8.B Explain the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.8.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political Activities</p> <p>7.4.8.A Illustrate the effects of the physical systems on people within regions.</p> <p>7.4.8.B Interpret the effects of people on the physical systems within regions.</p> <p>5.3.6.F Explain how courts resolve conflicts.</p> <p>5.3.6.G Identify individual interest groups and how they impact government.</p> <p>5.3.6.H Describe the influence of mass media on society.</p> <p>5.3.7.G Explain the role of interest groups in local and Pennsylvania governments.</p> <p>5.3.7.H Describe the influence of mass media on society.</p> <p>5.3.8.I Describe various types of projects and services provided through local, state, and national taxes.</p> <p>5.4.7.A Identify how countries have varying interests.</p> <p>5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.</p> <p>5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.</p> <p>8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations</p> <p>8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. , Ethnicity and race , Working conditions , Immigration , Military</p>

conflict , Economic stability

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions , Commerce and industry , Technology , Politics and government , Physical and human geography , Social organizations

8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

UNIT OBJECTIVES (SWBATS):

- Students will be able to compare and contrast the Whiskey rebellion to Shay’s rebellion.
- Students will be able to explain Washington’s Neutrality Proclamation
- Students will be able to explain the significance of Hamilton’s Compromise.
- Students will be able to define the XYZ affair and its significance.
- Students will be able to explain the Alien Sedition Acts as well as its origins and what influenced it.
- Students will be able explain the Louisiana Purchase and why this was so controversial at the time.
- Students will be able to describe the circumstances surrounding the Unites States completing The Louisiana Purchase.
- Students will be able to explain the expeditions of Lewis, Clark and Pike and describe why they are significant.
- Students will be able to discuss the precedence established by Marbury v. Madison and the significance to the Unites States.
- The students will be able to explain The War of 1812, its causes, and its outcome.
- The students will be able to explain the circumstances surrounding the creation of our National Anthem.
- The students will define the American Industrial Revolution and identify key Individuals and their contributions during this time.
- Students will be able to discuss the Monroe doctrine and its causes.
- Students will be able to explain the Missouri Compromise, the reason our country was forced to face this issue, and its impact on the future Unites States of America

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

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Peer Discussion	Study Guide	Essay
Homework	Worksheets	Projects
Internet resources	Visual Presentations	

ANCHOR VOCABULARY:

Geographic Tools	Physical regions	Human Features
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Social	Commerce	Industry
Artifacts	Technology	

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- Teacher Created Resources
- Maps
- Primary Sources
- Notes / Lecture
- Student Group Work
- Student Worksheets
- Internet
- Power Point Presentation
- Videotape/DVD

RESOURCE SPECIFIC VOCABULARY:

Neutrality Proclamation
Jay's Treaty
Louisiana Purchase
Battle of Tippecanoe
Industrial Revolution
National Road System

Whiskey Rebellion
XYZ affair
Impressment Act
War of 1812
Fulton's Steamboat
Canal System

Hamilton's Compromise
Alien Sedition Acts
Non Intercourse Act
Treaty of Ghent
Labor Laws
Monroe Doctrine

Missouri Compromise