Catasauqua Area School District
Planned Course of Study

Course Title: 8th Grade Social Studies - American History

Grade Level(s): 8

Text: My World - American History Beginnings to 1877

Course Description

This course is designed to familiarize students with the growth and development of our nation and our government. Throughout the course students will utilize cause and effect, historical theories, as well as analyze primary and secondary sources. Emphasis will be placed on critical thinking skills to draw conclusions and evaluate historical patterns. The course will incorporate current events to create a correlation between past and present day events. Within the course students will utilize writing skills, collaborative learning and the ability to interpret history through creative avenues. Through lecture, discussion, interactive activities, technology and research activities, information will be presented for students to interpret. In addition, interdisciplinary lessons will be used to enhance and engage students' learning.

Essential Questions

-How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

-How does world history reflect the struggle in balancing the control of freedom and liberty?

-How are tools of geography used to represent time and place?

-How do governments derive authority to control the exercise of rights, liberty, and freedom?

-How does the working of the government vary based on authority?

Competencies

-Demonstrate critical thinking and creativity in completing activities

-Compare American History patterns of continuity and change over time applying context of events

-Compare the interpretation of historical events , considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships

-Analyze how conflict and cooperation among individuals, groups and organizations have influenced the history and development of the America

-Explain how major events are related to one another in time

- Recognize that interpretations of history are subject to change as new information is uncovered

-Use a variety of maps to show the evolution of the United States and physical characteristics of cities, states and countries

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Course Syllabus

Course Content	Tentative Timeframe	State Standards
The Early Ameicans and European Exploration The Early Americas Cultures of North America Early Europe, Africa, and Asia European Exploration in the Americas	10 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D
European Colonization of NorthAmerica Spanish Colonization and New Spain The first French, Dustch and English Colonies The New England Colonies The Middle Colonies The Southern Colonies Colonial Society Colonial Trade and Government	20 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D
The Revolutionary Era The French and Indian war Growing Resentment: Against Britain Taking up Arms The Move Toward Independence Winning Independence	20 Days	5.1.8.C 5.1.8.D 5.1.8.E 7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

A Constitution for the United States A Weak Confederation Drafting a Constitution Ideas that Influenced the Constitution Federalists, Antifederalists, and the Bill of Rights Understanding the Constitution Federalism and Amendments Citizens' Rights and Responsibilities	20 Days	5.2.8.A 5.2.8.B 5.2.8.C 5.2.8.D 5.3.8.A 5.3.8.B 5.3.8.D 7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D
The Early Republic Washington's Presidency A Two-Party System Develops Presidents Adams and Jefferson A Changing Nation Madison and the war of 1812 Monroe's Presidency and Everyday Life	20 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D
The Age of Jackson and Westward Expansion Jackson Wins the Presidency Political Conflict and Economic Crisis Conflict with American Indians Westward Movement Settling the Oregon country New Spain and Independence for Texas Manifest Destiny in California and the Southwest	25 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D
Society and Culture Before the Civil War The Industrial REvolution Industrialization and Immigration King Cotton and Life in the South Abolitionism Reform and Women's Rights Arts and Literature	25 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

Sectionalism and Civil War Conflicts and Compromise Growing Tensions Division and Outbreak of War The course of War Emancipation and Life in Wartime The Wars End	25 Days	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

Teaching Strategies Utilized

Direct instruction
Cooperative learning
Interactive workbook and textbook
Notebook & note taking
Videos, documentaries
Primary sources
Class discussions
Essay writing
Modeling critical thinking
Blogging
Escape rooms
Project based learning(ex: political cartoon, history rap)
Research based learning
Warm up questions

Catasauqua Area School District
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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
The student will be able to: **The Early Americans and European Exploration** Explain how people reached the Americas Describe the early Civilizations and cultures of the Americas Analyze how the physical geography of the Americas influenced population distribution and settlement patterns	M M M	Warm ups Lecture Note taking Discussion Intro video Interactive map exercises	Tests Quizzes Essay writing	7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

MResources/Materials

Outlined notes
workbook
Interactive map
Interactive notebook
iPad
Text book

Interdisciplinary Relationships

Reading - Analyzing primary and secondary sources within the text
English - Essay writing

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
The student will be able to: **European Colonization of North America** Explain why Spain settled in the colonies Describe the development of mercantilism Explain why Europeans explored the North American's coast Explore the significance of the colonies in the Americas	 M M M M	Warm Ups Lecture Discussion Note taking Escape room Cooperative learning Movie- Salem Witch Trials	Tests Quizzes Essay writing Notebook checks Project- Colonial Brochure	7.1.8.B7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

Resources/Materials

Google slides
Online worksheets
iPad
Text
Interactive notebook
workbook
Primary sources
Secondary sources

Interdisciplinary Relationships

Reading - Analyzing primary and secondary sources within the text. Practicing vocabulary
English - Essay writing,, persuasive writing
Communication - Relaying information regarding various explorers and cultures that founded the Americas
Economics/Math - Students will analyze the economy of the 13 colonies and how they differed from one another. Students will analyze the triangular trade routes and be able to identify the benefits of trade between countries for economic gain.
Collaboration - Students will work in groups and complete an escape room for the Salem Witch trials

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Grade Level: 8

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The student will be able to: **The Revolutionary Era** Explain the rivalry between Britain and France in the 1700's Explain the Boston Tea Party and what British actions after it heightened tensions among the colonists Summarize the main ideas of the Declaration of Independence Describe the role of women and African Americans in the war	M M M M	Warm ups Notes Lecture Discussion Collaborative learning History Channel - "America the Story of Us"	Tests Quizzes Essay writing Projects: History Rap, Declaration of grievances, political cartoon, Interpreting paintings and pictures of the war)	5.1.8.C 5.1.8.D 5.1.8.E 7.1.8.B 7.2.8.A 7.3.8.A 8.1.8.A 8.1.8.C 8.3.8.A 8.3.8.B 8.3.8.C 8.3.8.D 9.2.8.

Resources/Materials

Google Slides
iPad
Workbook
Interactive notebook
Text
Primary and secondary sources(Declaration of Independence
History Channel- America the Story of US

Interdisciplinary Relationships

Reading - researching time period, Declaration of Independence
English - Essay writing and persuasive writing, poetry(rap)
Collaboration/Music - Student will work in groups to create a history rap and also work in groups to create a declaration of grievances
Art - Students will create a political cartoon depicting an historical event from this time period. Additionally, Students will view and use critical thinking skills to interpret art and pictures from this time period

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
The student will be able to:		Warm ups	Tests	7.1.8.A
A Constitution for the United States		Lecture	Quizzes	7.2.8.A
Identify the strengths and weaknesses of the Articles of the Confederation	M	Note Taking	Essay writing	7.3.8.A 8.1.8.A 8.3.8.A
Compare the main differences between the two rival plans for the new constitution	M	Discussion	Notebook checks	8.3.8,B 8.3.8.C
Summarize how the ideas and traditions from Europe and the colonial past shaped the Constitution	M		Interactive charts Project- Blogging for current events	8.3.8.D
Describe the main arguments for and against ratifying the constitution	M			
Explain the basic goals of the Constitution as defined by the preamble	M			
Explain how the Constitution can be amended	M			
Describe the responsibilities of citizenship	M			

Resources/Materials

Google Slides
Interactive notebook
iPad
Text
Primary sources

Interdisciplinary Relationships

Reading - Analyzing primary sources
English - Essay writing, blogging(using internet for current events)

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
The student will be able to: **The Early Republic** Describe the steps Washington took to set up the government of the new republic Contrast Jefferson's and Hamilton's views of government Compare Adam's foreign policy to Washington Identify the reason for the Louisiana Purchase, and it's consequences Identify the causes of the War of 1812 Summarize what life was like in the early republic	M M M M M M	Warm ups Quizzes Essay writing (Project: Founding Fathers snap chat, Journal writing- Lewis and clark History Channel "The Presidents" Webquest	Test Quizzes Essay writing Notebook checks	7.1.8.A 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

Resources/Materials

Google Slides
Workbook- Vocabulary
iPad
Text
Primary sources and secondary sources
Template for Snap chat
Webquest

Interdisciplinary Relationships

Reading - Research a Founding Father
English - Essay Writing, Snap chat
Collaborative learning - Students will work with a partner and choose a Founding Father and create a snapchat conversation

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The student will be able to: **The Age of Jackson and Westward Expansion** Explain how changes in suffrage affected political parties and elections Analyze how Andrew Jackson changed the country Analyze how the Indian Removal Act changed the country Describe how Westward movement changed family life Describe the challenges presented on the Oregon Trail Describe the causes and consequences of Texas Independence Identify the causes and consequences of the Mexican- American War	M M M M M M M	Warm ups Lecture Note taking Discussion Collaborative learning DVD series - "America the Story of Us - Westward Expansion" Oregon Trail Escape Room	Tests Quizzes Essay writing Project- Newspaper editorial for women/African American rights Notebook checks	7.1.8.A 7.2.8.A 7.3.8.A 8.1.8.A 8.3.8.A 8.3.8,B 8.3.8.C 8.3.8.D

Resources/Materials

Google Slides
Workbook
text
iPad
Primary sources

Interdisciplinary Relationships

English - Essay writing, persuasive and informational writing
Technology - Escape room
Collaborative learning - Students will work in groups to solve the Oregon trail escape room

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
The student will be able to:		Warm ups	Test	7.1.8.A
Society and Culture Before the Civil War		Lecture	Quizzes	7.2.8.A 7.3.8.A
Identify how the impact of the Industrial Revolution working conditions,social class , and daily life	M	Note taking	Essay writing	8.1.8.A 8.3.8.A
		Discussion	Project-(Newspaper editorial for women/African American rights,)	8.3.8,B 8.3.8.C
Discuss how discrimination affected African Amercians in the North	M	Collaborative learning		8.3.8.D
Analyze the impact slavery had on the United States	M			
Describe the different points of view of interest groups on abolition	M			
Summarize how the Women's Rights movement began	M			
Describe what themes marked the works of writers during this period	M			

Resources/Materials

Google Slides
Workbook
iPad
Text
Primary and secondary sources

Interdisciplinary Relationships

Reading - Researching women's rights and African Amercians in the 1800's
English - Essay writing and persuasive, informational writing
Collaborative learning - Students will write an editorial from the perspective of a women or African American during the 1800's regarding the fight for reform
Math - Students will compare and contrast the economies of the North and the South

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The student will be able to:		Warm ups	Test	7.1.8.A
Sectionalism and Civil War		Lecture	Quizzes	7.2.8.A 7.3.8.A
Explain why conflict arose over the issue of slavery in the western territories	M	Note taking	Essay Writing	8.1.8.A 8.3.8.A
Summarize the Dred Scott decision	M	Discussion Collaborative learning	Projects: In class debate for the Fugitive Slave Act, Campaign of 1850 - Create a persuasive poster to join a political party (Know Nothings, Democrats, Republican,etc)	8.3.8,B 8.3.8.C 8.3.8.D
Identify how the 1860 election reflected sectional divisions	M	Interactive maps		
Explain how early battles dispelled hope for a quick end to the war	M			
Describe conditions for a Civil War soldier	M		Simulating the life of a soldier in the Civil War	
Describe the purpose of the Emancipation and the effects	M			
Summarize why the Civil War marked a turning point in American History	M			

Resources/Materials

Google Slides
Workbook
Primary/ Secondary sources
Replica of Civil War Uniforms
Text

Interdisciplinary Relationships

Reading - Research political parties of the 1850's, research the fugitive slave act and the groups involved for and against it, Research aspects of a soldier's life and weaponry during the Civil War
English - Essay writing, Persuasive writing
Collaborative Learning - In groups students will prepare to have an in class debate with other groups regarding the Fugitive Act