

PLANNED COURSE
8th Grade Social Studies
Wilkes-Barre Area School District

Academic Standard(s) For American History		
Unit 3 Title: American Identity		
Unit Length: 9 Weeks		
Conceptual Lens: Revolution and Conflict		
Content Standards	Area of Focus/ Essential Questions	Critical Content/ Key Skills / Assessments/Resources
Civics and Government 5.1 9C 5.1 9E 5.1 9J 5.2 9C 5.2 9D 5.3 9C 5.3 9E 5.3 12B 5.4 9B 5.4 9C Economics 6.1 9D 6.2 9A 6.2 9J 6.3 9A 6.4 9C Geography 7.1 9B 7.1 12B 7.3 9A History 8.1 9A 8.1 9B 8.1 9C 8.1 9D	Chapters: Chapter 4 The Colonies Develop (1651-1753) Chapter 5 Beginnings of an American Identity (1689-1763) Culture *Summarize the changes that took place in Puritan society in the late 1600's *Summarize ways that ethnic diversity encouraged tolerance *Describe the characteristics of the Backcountry Government *Describe the gradual progression of the colonial governments from British influenced to a clear American influence Geography * Interpretation of historical maps * Impact of geography on the conflict between colonists and others * Impact of geography on colonial expansion *List New England's major resources Economy * Dispute over western lands: issues and resolution	Students will know... <ol style="list-style-type: none"> 1. Several factors created three distinct sections in colonial America. 2. Cultural and economic conditions led to the uniting of the American colonies. 3. The American Revolution had an effect on the various social, political, and economic groups in the colonies. 4. The successes and failures of the Articles of Confederation led to the creation of the Constitution. 5. Compromise and participation are important in the creation of a new form of government. Key Skills *Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A. *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B. *Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C. *Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.10.D. *Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I. *Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing

<p>8.1 12A 8.1 12B 8.1 12C 8.1 12D 8.2 9A 8.2 9B 8.2 9C 8.2 9D 8.3 9A 8.3 9B 8.3 9C 8.3 9D</p> <p>Art 9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.E 9.2.8.F 9.2.8.G 9.2.8.I 9.2.8.J 9.2.8.K 9.2.8.L</p> <p>Assessment Anchors/Eligible Content R 11.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1 R 11.B.3 B.3.1.1 B.3.2.1</p>	<p>*Explain the effects of Atlantic trade on New England</p> <p>*Describe the plantation economy in the South</p> <p>*Explain why the Middle Colonies were prosperous</p> <p>History</p> <p>* French and Indian War</p> <p>*Analyze the causes of King Philip’s War</p> <p>*Analyze how the search for cheap labor led to Slavery</p> <p>*Explain ways that African Americans resisted Enslavement</p> <p>*Summarize why many Scots-Irish emigrated to the colonies</p> <p>*Analyze the conflicts that developed as Backcountry settlers pushed west</p> <p>Art</p> <ul style="list-style-type: none"> • Explain the historical, cultural and social context of an individual work in the arts. • Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). • Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). • Analyze a work of art from its historical and cultural perspective. • Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). • Know and apply appropriate vocabulary used between social studies and the arts and humanities. • Relate works in the arts to geographic 	<p>claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</p> <p>*Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. •</p> <p>*Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.</p> <p>*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.C.</p> <p>*Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.9-10.D.</p> <p>*Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly</p>
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Resources
American History Beginnings to 1914
McDougal Littell

*Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something.
*The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual.
*Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism.