

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

Academic Standard(s) For American History		
Unit 4 Title: Revolution		
Unit Length: 9 Weeks		
Conceptual Lens: Revolution and Conflict		
Content Standards	Area of Focus/ Essential Questions	Critical Content/ Key Skills / Assessments/Resources
<p>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</p> <p>Economics 6.1 9D 6.2 9A 6.2 9J 6.3 9A 6.4 9C</p> <p>Geography 7.1 9B 7.1 12B 7.3 9A</p> <p>History 8.1 9A 8.1 9B 8.1 9C 8.1 9D</p>	<p>Chapters: Chapter 6 The Road to Revolution (1763-1776) Chapter 7 The American Revolution (1776-1783)</p> <p>Culture * Effects of the development of the American Identity on the Revolution * Reasons for loyalty to the British by many white men and women, most African-Americans, and Native Americans</p> <p>Government * Treaty of Paris Terms of Agreement Effects on U.S. relations with Native Americans and European powers holding North American territories</p> <p>Geography * Interpretation of historical maps * Impact of geography on the conflict between colonists and others * Impact of geography on colonial expansion</p> <p>Economy * Revolutionary War: Response by states and the Continental Congress</p>	<p>Students will know...</p> <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. <p>Key Skills</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<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</p> <p>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</p> <p>R 11.A.2</p> <p>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</p> <p>R 11.B.3</p> <p>B.3.1.1 B.3.2.1</p>	<p>* Dispute over western lands: issues and resolution</p> <p>History</p> <p>* French and Indian War * Causes and Results of the American Revolution * Political, ideological, religious, and economic origins of the American Revolution * Reason for the win against superior British Resource * Major Battles and events of the Revolutionary War</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 regions: <ul style="list-style-type: none"> ○ Africa ○ Asia ○ Australia 	<p>Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.</p> <p>Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing 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. • 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.</p>
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<p>B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 11.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<ul style="list-style-type: none"> ○ Central America ○ Europe ○ North America ○ South America <ul style="list-style-type: none"> ● Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). ● Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). ● Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass). ● Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners). 	<p>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 and dynamically. CC.8.6.9-10.E.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.F.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.8.6.9-10.G.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.H.</p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9.10.1</p> <p>Art Artists assess their work at each stage, making choices throughout the process of planning, creating, and exhibiting a work of art. Document the choices they make in the stages of planning, creating and exhibiting a work of art. The quality of performances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. Critique a performance using the three models of artistic criticism. Technological advances have increased communication between cultures, allowing elements of theatre from many different cultures to be used by</p>
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		<p>people all over the world. Analyze an American commercial or television show to identify elements from cultures around the world. Aesthetic and critical processes are different, yet sometimes used for the same purposes. Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value. Critics use predetermined processes and criteria to determine the quality of musical works. Identify the processes and criteria that critics use to determine the quality of musical works. Music can be used to influence consumers to buy something. 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.</p> <p>Assessments</p> <ul style="list-style-type: none">Teacher generated assignmentsMap SkillsTeacher and/or text generated quizzes and testsReader/writer responsesPerformance based worksheetsSmall/large group discussionsOral presentationsDistrict wide assessments
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