

# Blackhawk School District

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## CURRICULUM

Course Title:	American Studies 8
Course Number:	0201
Grade Level(s):	Eighth
Length of Period:	45 minutes
Length of Class:	Year
Faculty Author(s):	Deb Daquila, Pat Feeley, Joe Roperti, Jeff Tripodi, Anthony Mooney
Date:	November 2012

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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

The course will cover pre-Columbian America to the Civil War and Reconstruction. Students will develop and use reasoning, reflection, and research skills to understand and analyze major developments of this era in American History.

**TEXT:** *Call to Freedom: Beginnings to 1914*, Holt, Rinehart, and Winston, 2003

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

## **ESSENTIAL QUESTIONS:**

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

- 1. How did European exploration of the Americas change the world?**
- 2. Why were European explorers able to contact and conquer Native Americans and MesoAmericans, instead of the other way around?**
- 3. How old geography, culture, and natural resources shape the different colonial regions?**
- 4. Why did the U.S. declare its independence from Great Britain?**
- 5. What changes did the young nation face, and how did we meet those challenges?**
- 6. What was manifest destiny and how did it guide the 19<sup>th</sup> century thinking?**
- 7. What is the legacy of slavery in America?**
- 8. What cause the Civil War? What is its legacy today?**

## **ASSESSING ESSENTIAL QUESTIONS:**

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI).

- EQ #1**      Assessment – Quizzes, newspaper article, test  
D.I. – Modified tests/quizzes, jig-sawed projects with differentiated products.
- EQ #2**      Assessment – Quizzes, test, QAR and Scholarly Article Analysis  
D.I. – Mod. Tests/quizzes, jig-sawed projects, tiered reading assignments.
- EQ #3**      Assessment – Colonial brochures, graphic organizers (jigsaw style), map tests, quizzes, Ch. Test, simulation.  
D.I. – Differentiate based on artistic/technological abilities (student choice). Modified Tests/quizzes.
- EQ #4**      Assessment – Quizzes, tests, simulation, research project synthesizing the Declaration of Independence.  
D.I. – Mod. Test/quizzes, grouping by ability level (Dec. of Ind.), project w/differentiated products.
- EQ #5**      Assessment – Quizzes, tests, Scholarly Article analysis synthesizing the Constitution, critical analysis of non-text primary sources.  
D.I. – Grouping by ability level (constitution), mod. Tests/quizzes, object inference activities, project w/differentiated products.

- EQ #6**      Assessment – Quizzes, tests, QAR and Scholarly Article analysis, project w/differentiated products.  
D.I. - Mod. Quizzes/tests, projects differentiated based on artistic/technological abilities (student choice).
- EQ#7**      Assessment – Quizzes, tests, video-content questions and reflection, online simulation, structured debate and discussion, creative historical fiction (project).  
D.I. – Mod. Test/quizzes, project can be differentiated based on student preference (wiki, video, etc.)
- EQ #8**      Assessment – Quizzes, test, map test, video-content questions and reflection, web activities, graphic organizer, research project with differentiated product.  
D.I. – Mod. Quizzes/tests, differentiated products for research projects, grouping by ability level, tiered reading assignments.

**ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 Bringing Words to Life).

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary terms for this class are: **Analogous, Hierarchy, Culture, Hypocrisy, Dissent, Inherent, Revolution, Perspective, Via, Advocate**

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p><b>I. Exploration and the Colonial Era</b></p> <p><b>A. Age of Exploration</b></p> <p><b>B. Empires in America</b></p> <p><b>C. The English Colonies</b></p> <p><b>D. Colonial Conflict</b></p> <p><b>E. The American Revolution</b></p>	<p>5.1.9 A Identify and explain the major arguments for the necessity of government.</p> <p>5.1.9 B Describe historical examples of the importance of the rule of law.</p> <p>5.1.9 C Analyze the principles and ideals that shape government.</p> <p>5.1.9 E Analyze the basic documents shaping the government for the US.</p> <p>5.1.9 H Explain and interpret the roles of the framers of the national basic documents.</p> <p>5.1.9 M Interpret the impact of famous speeches and writings on civic life.</p> <p>5.3.9 G Explain how the government protects individual rights: Equal protection; Habeas Corpus; Right Against Self Incrimination; Double Jeopardy; Right of Appeal; Due Process.</p> <p>5.3.9 J Analyze the importance of freedom of the press.</p> <p>7.3.9 D Explain the human characteristics of places and regions by their economic characteristics.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.9 C Analyze the fundamentals of historical interpretation.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 A Analyze the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology have affected U.S. economic patterns. (i.e. labor markets, Interstate Highway system and seam and inland ports, Communication technologies)</p> <p>6.4.9 G Describe geographic patterns of economic patterns of economic activities in the U.S. (i.e. Primary, Secondary, and Tertiary)</p> <p>6.5.9 B Describe how productivity is measured and identify ways in which a person can improve his or her productivity.</p> <p>6.1.9 D Describe historical examples of expansion, recession and depression in the United States.</p> <p>6.1.12 D Describe historical examples of expansion, recession, and depression internationally.</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p>	<p>54 Days</p>	<p>Text Chapters 1-7</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
	<p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services.</p> <p>6.4.9 B Explain how trade may improve a society's standard of living.</p>			
<p><b>II. The American Nation</b></p> <p><b>A. Forming a Government</b></p> <p><b>B. Citizenship and the Constitution</b></p> <p><b>C. Launching the Nation</b></p> <p><b>D. The Expanding Nation</b></p> <p><b>E. A New National Identify</b></p> <p><b>F. Industrial Growth in the North</b></p> <p><b>G. Agricultural Changes in the South</b></p> <p><b>H. New Movements in America</b></p>	<p>5.1.9 A Identify and explain the major arguments for the necessity of government.</p> <p>5.1.9 B Describe historical examples of the importance of the rule of law.</p> <p>5.1.9 C Analyze the principles and ideals that shape government.</p> <p>5.1.9 E Analyze the basic documents shaping the government for the US.</p> <p>5.1.9 H Explain and interpret the roles of the framers of the national basic documents.</p> <p>5.1.9 I Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government (Confederal, Federal, Unitary).</p> <p>5.1.9 J Explain how law protects individual rights and common good.</p> <p>5.2.9 D Analyze political leadership and public service in a republican form of government.</p> <p>5.3.9 B Compare the responsibilities and powers of the three branches within the national government.</p> <p>5.3.9 G Explain how the government protects individual rights: Equal protection; Habeas Corpus; Right Against Self Incrimination; Double Jeopardy; Right of Appeal; Due Process.</p> <p>5.3.9 J Analyze the importance of freedom of the press.</p> <p>7.1.9 B Explain and locate places and regions.</p> <p>7.3.9 B Explain the human characteristics of places and regions by their cultural characteristics.</p> <p>7.3.9 E Explain the human characteristics of places and regions by their political characteristics.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.2.9 A Analyze the political and cultural contributions of individuals and groups to PA history from 1787 to 1914.</p> <p>8.2.9 B Identify and analyze primary documents, material artifacts and historic sites important to PA history from 1787 to 1914.</p> <p>8.2.9 D Identify and analyze conflict and cooperation among social groups and organizations in PA history from 1787 to 1914.</p> <p>8.3.9 A Identify and analyze the political and cultural contributions of individuals and groups to US history from 1787 to 1914.</p> <p>8.3.9 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1787 to 1914.</p> <p>8.3.9 C Analyze how continuity and change has influenced US history (1787-1914).</p>	<p>37 Days</p> <p>Chapter 8/9 10 Days</p> <p>Chapter 10/11 6 Days</p> <p>Chapter 12 9 Days</p> <p>Chapter 13-15 12 Days</p>	<p>Text Chapters 8-15</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Technology</p>	

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
	<p>8.3.9 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1787-1914).</p> <p>8.4.12 A Analyze the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology have affected U.S. economic patterns. (i.e. labor markets, Interstate Highway system and seam and inland ports, Communication technologies)</p> <p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services.</p> <p>6.4.9 B Explain how trade may improve a society’s standard of living.</p>			
<p><b>III. Conflict and Compromise</b></p> <p><b>A. Expanding West</b></p> <p><b>B. Manifest Destiny and War</b></p> <p><b>C. A Divided Nation</b></p> <p><b>D. The Civil War</b></p>	<p>5.1.9 A Identify and explain the major arguments for the necessity of government.</p> <p>5.1.9 B Describe historical examples of the importance of the rule of law.</p> <p>5.1.9 I Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government (Confederal, Federal, Unitary).</p> <p>5.1.9 M Interpret the impact of famous speeches and writings on civic life.</p> <p>5.2.9 D Analyze political leadership and public service in a republican form of government.</p> <p>5.3.9 G Explain how the government protects individual rights: Equal protection; Habeas Corpus; Right Against Self Incrimination; Double Jeopardy; Right of Appeal; Due Process.</p> <p>7.1.9 B Explain and locate places and regions.</p> <p>7.3.9 A Explain the human characteristics of places and regions by their population characteristics.</p> <p>7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>7.3.9 E Explain the human characteristics of places and regions by their political characteristics.</p> <p>7.4.9 A Explain the impacts of physical systems on people.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.9 C Analyze the fundamentals of historical interpretation.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.3.9 A Identify and analyze the political and cultural contributions of individuals and</p>	<p>34 Days</p>	<p>Text Chapters 16-19</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	

	groups to US history from 1787 to 1914.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
	8.3.9 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1787 to 1914. 8.3.9 C Analyze how continuity and change has influenced US history (1787-1914). 8.3.9 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1787-1914).			
<b>IV. A Growing Nation</b>  <b>A. Reconstruction</b>  <b>B. The West</b>  <b>C. The Industrial Nation</b>  <b>D. An Urban Nation</b>  <b>E. The Spirit of Reform</b>	5.1.9 A Identify and explain the major arguments for the necessity of government. 5.1.9 B Describe historical examples of the importance of the rule of law. 5.1.9 C Analyze the principles and ideals that shape government. 5.1.9 E Analyze the basic documents shaping the government for the US. 5.1.9 H Explain and interpret the roles of the framers of the national basic documents. 5.1.9 I Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government (Confederal, Federal, Unitary). 5.1.9 J Explain how law protects individual rights and common good. 5.1.9 M Interpret the impact of famous speeches and writings on civic life. 5.2.9 D Analyze political leadership and public service in a republican form of government. 5.3.9 B Compare the responsibilities and powers of the three branches within the national government. 5.3.9 G Explain how a bill becomes a law on a federal, state, and local level. 5.3.9 J Analyze the importance of freedom of the press. 5.4.9 B Explain how foreign policy is developed and implemented. 7.1.9 A Explain geographic tools and their uses. 7.1.9 B Explain and locate places and regions. 7.3.9 A Explain the human characteristics of places and regions by their population characteristics. 7.3.9 B Explain the human characteristics of places and regions by their cultural characteristics. 7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics. 7.3.9 D Explain the human characteristics of places and regions by their economic characteristics. 7.3.9 E Explain the human characteristics of places and regions by their political characteristics. 7.4.9 A Explain the impacts of physical systems on people. 8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events). 8.1.9 B Analyze and interpret historical sources. 8.1.9 C Analyze the fundamentals of historical interpretation.	34 Days	Text Chapters 20-23  Videos  DVDs  Maps  Teacher Generated Materials	

	8.1.9 D Analyze and interpret historical research.			
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COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION (for future revisions)
	<p>8.2.9 A Analyze the political and cultural contributions of individuals and groups to PA history from 1787 to 1914.</p> <p>8.2.9 B Identify and analyze primary documents, material artifacts and historic sites important to PA history from 1787 to 1914.</p> <p>8.2.9 C Identify how continuity and change have influenced PA history from the 1787 to 1914.</p> <p>8.2.9 D Identify and analyze conflict and cooperation among social groups and organizations in PA history from 1787 to 1914.</p> <p>8.3.9 A Identify and analyze the political and cultural contributions of individuals and groups to US history from 1787 to 1914.</p> <p>8.3.9 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1787 to 1914.</p> <p>8.3.9 C Analyze how continuity and change has influenced US history (1787-1914).</p> <p>8.3.9 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1787-1914).</p> <p>8.4.12 A Analyze the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12 B Analyze historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe(1450-present).</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology have affected U.S. economic patterns. (i.e. labor markets, Interstate Highway system and seam and inland ports, Communication technologies)</p> <p>6.4.9 G Describe geographic patterns of economic patterns of economic activities in the U.S. (i.e. Primary, Secondary, and Tertiary)</p> <p>6.1.9 D Describe historical examples of expansion, recession and depression in the United States.</p> <p>6.1.12 D Describe historical examples of expansion, recession, and depression internationally.</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p> <p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services.</p> <p>6.4.9 B Explain how trade may improve a society's standard of living.</p>			