

Course Title: American History I - Grade 8

Board Approval Date: October 20, 2020

Credit / Hours: 180 days/54 minute period per day

Course Description:

This course focuses on mastery of the PA Academic Standards for History, Civics and Government, Geography, and Economics. As students progress through this course they will participate in a systematic study of American History from early revolutionary America to the time period leading up to the beginnings of early modern America (early 1900s). Course work will focus on Revolutionary War, beginnings of the American government, slavery, growth and westward expansion, Civil War, reconstruction, and the emergence of modern America.

Learning Activities / Modes of Assessment:

Large group instruction
Tests and Quizzes
Teacher Observation
Various websites
Small group work
Projects with Rubrics
Role playing / Simulations Journals / Writing prompts
Interactive Notebooks
Socratic Seminar/Discussion
Technology when appropriate
Exit Tickets
Schoology Assignments
Photos/artifacts
Graphic Organizers

Instructional Resources:

Various videos

Various websites

Historical novels/documents

Posters, maps, atlas

United States History: Beginnings to 1914 - Houghton, Mifflin, and Harcourt

The American Republic to 1877 - Glencoe/ McGraw Hill

The United States: Change and Challenge- Holt, Rinehart, and Winston

We the People - Center for Civic Education

Constitution Study Guide - Holt, Rinehart, and Winston

The Living Constitution - Glencoe

Curriculum: American History I
Course: Grade 8

Unit 1: The Revolutionary War Era

Unit 1: The Revolutionary War Era

Know:	Understand:	Do:
<p>CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.8.C Identify key steps in a text’s description of a process related to history/social studies.</p> <p>CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.8.E Describe how a text presents information.</p> <p>CC.8.5.8.F Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>CC.8.5.8.G Integrate visual information with other information in print and digital texts.</p>	<ul style="list-style-type: none"> ● The factors that drove us to separate from England. ● The principles included in the Declaration of Independence that Americans still value, the truths we hold to be self-evident... because these are ideals that shape America’s culture. ● How key events and people that made victory and independence possible. 	<ul style="list-style-type: none"> ● Define the vocabulary appropriate to this unit. ● Explain the global and local causes of the French and Indian War. ● Analyze the impact of the results of the French and Indian War on the colonies and Great Britain. ● Describe Types of Fighting ● Describe the responses of the American colonists to British actions. ● Arrange the sequence of events leading to the Revolutionary War. ● Argue the causes for and against independence. ● Summarize the Declaration of Independence. ● Analyze the Declaration of Independence. ● Compare the advantages and disadvantages of the Americans and British at the start of the war.

CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.

CC.8.5.8.I Analyze the relationship between a primary and secondary source on the same topic.

CC.8.5.8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.

CC.8.6.8.A Write arguments focused on discipline-specific content.

CC.8.6.8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Support the claim of certain events being turning points in the Revolutionary War.
- Identify the most important factors in helping the Americans win the war.
- List the results of the Revolutionary War.
- Describe George Washington's role in the French and Indian War and the Revolutionary War.
- Make predictions (i.e. Predict what problems will now arise in establishing a government.)

CC.8.6.8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.8.H Draw evidence from informational texts to support analysis reflection, and research.

CC.8.6.8.I Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

5.1.8.A Identify the sources of the rule of law.

6.1.8.A Explain how limited resources and unlimited wants cause scarcity.

6.1.8.B Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.

6.1.8.C Compare choices to determine the best action.

6.1.8.D Compare the effect of incentives on personal decisions.

6.2.8.A Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.2.8.B Identify positive and negative effects of market competition.

6.2.8.C Explain how advertising influences economic decisions.

6.2.8.D Explain the effects that changes in price have on buyers and sellers.

6.2.8.E Compare the state of the current economy with the economy in a different time or place.

6.2.8.F Analyze the functions of private economic institutions in the national economy.

6.2.8.G Examine how various economic systems address the three basic questions: What to produce? How? For whom?

6.3.8.A Assess the value of public goods and services.

6.3.8.B Predict how changes to government involvement at state and national levels may affect the economy.

6.3.8.C Compare and contrast the effects on different taxation policies.

6.3.8.D Explain how government actions may affect international trade.

6.4.8.A Explain how specialization contributes to economic interdependence on a national level.

6.4.8.B Compare the standard of living in different times and places.

6.4.8.C Explain the influence of multinational corporations and other non-government organizations.

6.4.8.D Explain how the level of transportation, communication networks and technology affect economic interdependence.

6.5.8.A Examine the compensation of workers who produce different goods and provide services.

6.5.8.B Compare the characteristics of productive workers with less productive workers.

6.5.8.C Explain the organization of different types of businesses.

6.5.8.D Compare the risks and rewards of specific business actions.

6.5.8.E Identify wealth within and among political divisions in Pennsylvania.

<p>6.5.8.F Explain the role of entrepreneurship across the nation.</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>7.3.8.A Explain the human characteristics of places and regions.</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>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>8.1.8.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>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p>		
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8.2.8.B Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.

8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.

8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.

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

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 US history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Unit 2: Civics and Constitution

Unit 2: Civics and Constitution

Know:

CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.8.E Describe how a text presents information.

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 using 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 US.

8.3.8.C Summarize how continuity and change have impacted US history.

8.3.8.D Examine how conflict and cooperation among groups and

Understand:

- The roles / powers / duties of the legislative, executive, and judicial branches respectively
- How compromise is an essential part of governance
- Whether the Federal government or the state governments have a larger impact on your life
- How the Constitution is considered a “living document”
- What a “good” government is supposed to do
- What people are supposed to do to make a government function smoothly
- Your rights as an American
- How the Constitution outlines the function of the U.S. government

Do:

- Define Key Vocabulary
- Identify the contributions of Key People at the convention and absent from it
- Describe the Ineffectiveness of the Articles of Confederation
- Summarize the conflicts and compromises at the Constitutional Convention and how they were resolved (i.e. Great Compromise, Three-Fifths Compromise)
- Explain the goals stated in and the Significance of the Preamble to the Constitution
- Describe key concepts within Articles 1-7 of the Constitution
- Why the Bill of Rights was added and the Rights it gives to the Citizens
- Describe key concepts within the amendments (i.e. the expansion of voting rights)

organizations have impacted the growth and development of the U.S.

5.1.8.A. Identify the sources of the rule of law

5.1.8.B. Outline how different systems of government function

5.1.8.C. Analyze the principles and ideas that shaped local, PA 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, U.S. Constitution, Bill of Rights, PA 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

5.2.8.A Summarize the role of citizens in terms of right and responsibilities in different government systems

5.2.8.B. Describe how citizens resolve conflicts in society and government

5.2.8.C. Describe the role of political leadership and public service

<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 PA and the federal government</p> <p>5.3.8.B. Compare and contrast the policy-making process between PA 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>5.3.8.E. Describe the closed primary voting process in PA</p> <p>5.3.8.F. Explain the various judicial levels of the U.S. and state</p> <p>5.3.8.G. Explain the role of interest groups in the federal government process</p> <p>5.3.8.H. Describe the influence of mass media on government</p> <p>5.3.8.I. Describe various types of projects and services provided through local, state, and national taxes</p> <p>5.3.8.J. Compare democracy to totalitarianism</p>		
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<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 tool of diplomacy, economic aid, military aid, sanctions, and treaties</p> <p>5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concern) are addressed by organizations and governments</p> <p>5.4.8.D. Describe how mass media influences our view of international events</p>		
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Unit 3: Starting a New Nation: Washington, Adams, and Jefferson

Unit 3: Starting a new nation: Washington, Adams, and Jefferson

Know:	Understand:	Do:
<p>CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.8.C Identify key steps in a text’s description of a process related to history/social studies.</p>	<ul style="list-style-type: none"> ● How a new government should manage domestic difficulties to best serve the population ● The basic functions must a government provide for people ● How a new government should manage the 	<ul style="list-style-type: none"> ● Define Key Vocabulary associated with this unit ● Identify the contributions of The first five presidents, the members of their cabinet, and others influencing national events. ● Describe some governmental precedents that were started by our first

<p>CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.8.E Describe how a text presents information.</p> <p>CC.8.5.8.F Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>CC.8.5.8.G Integrate visual information with other information in print and digital texts.</p> <p>CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.</p> <p>CC.8.5.8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.</p> <p>CC.8.6.8.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.8.C Produce clear and coherent writing in which the</p>	<p>difficulties associated with foreign relations</p>	<p>presidents that we still use today.</p> <ul style="list-style-type: none"> ● Explain the impact of early Supreme Court decisions on how the new nation would be run. (i.e. Marbury v. Madison; McCulloch v. Maryland)
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development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.

8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.

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

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

<p>8.3.8.C Summarize how continuity and change have impacted US history.</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.</p>		
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Unit 4: The Nation Grows - Sectionalism, slavery, industrialization, and expansion

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Know:	Understand:	Do:
<p>CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.8.C Identify key steps in a text’s description of a process related to history/social studies.</p> <p>CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.8.E Describe how a text presents information.</p>	<ul style="list-style-type: none"> ● The political, economic, and social differences between the North and the South divided the country into two sections with different values and agendas. The divide widened as the country industrialized and expanded west. ● Attempts to prevent slavery from becoming a national crisis. ● The changes from an agrarian to a more industrialized society experienced in the North during the Industrialization period. ● The controversial legacy left by Andrew Jackson and his policies. 	<ul style="list-style-type: none"> ● Define key Vocabulary terms associated with the Unit. ● Identify the contributions of Key People ● Explain the conflicts between North and South ● Describe the problems slavery caused ● Summarize some of the compromises reached over the expansion of slavery (Missouri compromise, Compromise of 1850) ● Explain the changes brought by the Industrial Revolution ● Explain how territorial acquisition opened up new opportunities for Americans

<p>CC.8.5.8.F Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>CC.8.5.8.G Integrate visual information with other information in print and digital texts.</p> <p>CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.</p> <p>CC.8.5.8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.</p> <p>CC.8.6.8.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>	<ul style="list-style-type: none"> ● Reasons for early western expansion 	<ul style="list-style-type: none"> ● Identify the reasons why people moved west.
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on how well purpose and audience have been addressed.

CC.8.6.8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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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.

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8.3.8.C Summarize how continuity and change have impacted US history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Unit 5: Civil War and Reconstruction

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Know:

CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.8.C Identify key steps in a text's description of a process related to history/social studies.

CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.8.E Describe how a text presents information.

CC.8.5.8.F Identify aspects of a text that reveal an author's point of view or purpose.

CC.8.5.8.G Integrate visual information with other information in print and digital texts.

Understand:

- Causes of the Civil War
- Factors led to the North's overall victory
- Problems the Civil war solved
- Issues that remained to be solved following the Civil War

Do:

- Define key Vocabulary terms associated with the Unit.
- Identify the contributions of Key People
- Describe the three competing plans for Reconstruction
- Summarize the dispute in the outcome of the Presidential election of 1876 and how the compromise over it ended Reconstruction.

CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.

CC.8.5.8.I Analyze the relationship between a primary and secondary source on the same topic.

CC.8.5.8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.

CC.8.6.8.A Write arguments focused on discipline-specific content.

CC.8.6.8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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CC.8.6.8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.8.F Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.8.H Draw evidence from informational texts to support analysis reflection, and research.

CC.8.6.8.I Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

5.1.8.A Identify the sources of the rule of law.

6.1.8.A Explain how limited resources and unlimited wants cause scarcity.

6.1.8.B Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.

<p>6.1.8.C Compare choices to determine the best action.</p> <p>6.1.8.D Compare the effect of incentives on personal decisions.</p> <p>6.2.8.A Describe the interaction of consumers and producers of goods and services in the state and national economy.</p> <p>6.2.8.B Identify positive and negative effects of market competition.</p> <p>6.2.8.C Explain how advertising influences economic decisions.</p> <p>6.2.8.D Explain the effects that changes in price have on buyers and sellers.</p> <p>6.2.8.E Compare the state of the current economy with the economy in a different time or place.</p> <p>6.2.8.F Analyze the functions of private economic institutions in the national economy.</p> <p>6.2.8.G Examine how various economic systems address the three basic questions: What to produce? How? For whom?</p> <p>6.3.8.A Assess the value of public goods and services.</p> <p>6.3.8.B Predict how changes to government involvement at state and national levels may affect the economy.</p>		
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6.3.8.C Compare and contrast the effects on different taxation policies.

6.3.8.D Explain how government actions may affect international trade.

6.4.8.A Explain how specialization contributes to economic interdependence on a national level.

6.4.8.B Compare the standard of living in different times and places.

6.4.8.C Explain the influence of multinational corporations and other non-government organizations.

6.4.8.D Explain how the level of transportation, communication networks and technology affect economic interdependence.

6.5.8.A Examine the compensation of workers who produce different goods and provide services.

6.5.8.B Compare the characteristics of productive workers with less productive workers.

6.5.8.C Explain the organization of different types of businesses.

6.5.8.D Compare the risks and rewards of specific business actions.

6.5.8.E Identify wealth within and among political divisions in Pennsylvania.

6.5.8.F Explain the role of entrepreneurship across the nation.

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.

7.3.8.A Explain the human characteristics of places and regions.

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.

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.

8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

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

8.2.8.B Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.

8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.

8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.

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

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 US history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

Unit 6: Western Expansion

Unit 6: Western Expansion II (The “Wild, Wild West”)

Know:

Understand:

Do:

<p>CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.8.C Identify key steps in a text’s description of a process related to history/social studies.</p> <p>CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.8.E Describe how a text presents information.</p> <p>CC.8.5.8.F Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>CC.8.5.8.G Integrate visual information with other information in print and digital texts.</p> <p>CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<ul style="list-style-type: none"> ● What early 19th century federal legislation and military activity reveals about the government’s attitude toward westward expansion. ● Describe and analyze the conflict between Natives and settlers who moved west ● The effect of our westward expansion on America’s indigenous populations. ● How groups of Americans worked together to ensure survival during western 	<ul style="list-style-type: none"> ● Define key Vocabulary terms associated with the Unit. ● Identify the contributions of Key People ● Explain how territorial acquisition opened up new opportunities for Americans ● Identify the reasons why people moved west. ● Simulate hardships experienced on the Oregon Trail
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<p>CC.8.5.8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 complexity band independently and proficiently.</p> <p>CC.8.6.8.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6.8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.8.6.8.F Conduct short research projects to answer a</p>	<p>movement</p> <ul style="list-style-type: none"> ● Technological advances resulting from westward expansion 	
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question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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6.2.8.A Describe the interaction of consumers and producers of goods and services in the state and national economy.

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6.2.8.D Explain the effects that changes in price have on buyers and sellers.

6.2.8.E Compare the state of the current economy with the economy in a different time or place.

6.2.8.F Analyze the functions of private economic institutions in the national economy.

6.2.8.G Examine how various economic systems address the three basic questions: What to produce? How? For whom?

6.3.8.A Assess the value of public goods and services.

6.3.8.B Predict how changes to government involvement at state and national levels may affect the economy.

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6.4.8.A Explain how specialization contributes to economic interdependence on a national level.

6.4.8.B Compare the standard of living in different times and places.

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<p>and places critical to Pennsylvania history.</p> <p>8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history.</p> <p>8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <p>8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the US.</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 US history.</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.</p>		
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Unit 7: Progressives: The beginning of Modern America

Unit 7: Progressives: Beginnings of modern America

Know:

CC.8.5.8.A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.8.C Identify key steps in a text's description of a process related to history/social studies.

CC.8.5.8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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CC.8.5.8.F Identify aspects of a text that reveal an author's point of view or purpose.

CC.8.5.8.G Integrate visual information with other information in print and digital texts.

CC.8.5.8.H Distinguish among fact, opinion, and reasoned judgement in a text.

Understand:

- The contributions, both positive and negative, of the business owners The Robber Barons and tycoons
- The labor practices common in the early days of American industry
- Social Issues of the time (i.e. labor reform, Social Reform movements, education, and social Darwinism)

Do:

- Define key Vocabulary terms associated with the Unit.
- Identify the contributions of Key People
- Evaluate the contributions, both positive and negative, of the business owners The Robber Barons and tycoons
- Analyze the labor practices common in the early days of American industry (i.e. child labor)
- Describe the conditions in the city, factories, and housing as cities grew around industry
- Summarize the debate over social issues, i.e. labor reform, social reform, etc.
- Evaluate the treatment of immigrants and identify the conflict between native-born Americans and Immigrants in the cities
- Analyze global economy
- Analyze local economy
- Describe basic economic concepts like

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sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Pacing Guide

Course: American History I

Length of Instruction (Class Periods): 180 days/54 minute period per day

Unit 1: The Revolutionary War Era

30 class periods

Unit 2: Civics and Constitution

2nd marking period (30 class periods)

Unit 3: Starting a new nation: Washington, Adams, and Jefferson

20 class periods

Unit 4: The nation grows - Sectionalism, slavery, industrialization, and expansion

15 class periods

Unit 5: Civil War and Reconstruction

40 class periods

Unit 6: Western Expansion

25 class periods

Unit 7: Progressives: Beginnings of modern America

20 class periods