

Tunkhannock Area School District
Grade 8
American History Early America to 1877
Curriculum Map

September

Targeted Standard(s): Common Core

- 8.1 – Historical Analysis and skill development
- 8.3 United States History
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- CC.8.6.6-8.I. 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.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Enduring Understandings:

- The study of history helps define who we are and where we came from.
- The Study of history allows us to reflect on past events to try improving our future endeavors.
- The US is a geographically and Culturally diverse nation.

Essential Questions:

- How does the study of history benefit me as a student and a citizen of the US?
- What are the major political and physical features of the US?
- What are the main points to the Economic System in the US?
- What factors are changing in the economic system in the US?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • History shows what it is to be human. • How history improves judgment. • History makes us better thinkers. • 5 themes of Geography. • How Social Sciences help us understand history. • Major US Physical Land and Climate Regions. • US Economic System 	<ul style="list-style-type: none"> • Analyze historical events and see connections to what led up to the events and what were the effects of the events. • Identify all 50 states and capitals, • Label a US physical and political map. Compare US Free Enterprise Economic Systems to other countries economic systems. 	<ul style="list-style-type: none"> • Students will create a personal and historical time line that covers the last 20 years. • Research historical timelines and web-sites that contain historical facts. • Label US political and physical maps. • Develop and list of all 50 states and capitals. • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Student presentations of historical and personal timelines. • Class discussion of historical events within the past 20 years. • Map test(s) • Teacher Made Chapter Test(s) and Quizzes • Current Events • Weekly Trivia Questions • Notebook Checks

Materials/Resources/Technology
<ul style="list-style-type: none"> • Timeline Web- Sites • United Streaming Video on US physical Geography

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- News Papers

October

Targeted Standard(s): Common Core

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government works
- 6.4 Economic Independence
- 7.3 The Human Characteristics of Places and Regions
- 7.4 Interactions Between People and Places
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- CC.8.6.6-8.I. 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.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Enduring Understandings:

- The students will understand how the colonies developed and the impacts they had on the development of the United States of America.

Essential Questions:

- How did the English start colonies with distinct qualities in North America?
- How did colonial life take shape?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • English started colonies in North America in the 1600s. • The religious beliefs of Puritans influenced the New England Colonies. • The Middle Colonies attracted a wide range of settlers and offered freedom of religion • The Southern Colonies developed rich costal plantations based on slavery, and backcountry farmers struggled to survive. • Lands from Florida to California formed the Vast Spanish Empire in the Americas. • Many English ideas about government, individual rights, and trade affected colonial life. 	<ul style="list-style-type: none"> • Identify the hardships the colonists faced while trying start new settlements in the Americas. • Explain how religious freedom impacted the development of the new colonies. • Analyze how plantation life impacted the economy and culture of America • Identify the significance of the early government in the new colonies and its impact on our government today 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Made Chapter Test • Student projects • Notebook Checks • Work sheets • Class discussion • Video Quizzes

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<ul style="list-style-type: none"> Social Classes in the Colonies were less rigid than in England. 			
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Materials/Resources/Technology
<ul style="list-style-type: none"> Textbook, workbook, United Streaming, projector, internet, Library, Laptop Carts. News Papers

November
<p>Targeted Standard(s): Common Core</p> <ul style="list-style-type: none"> Principles and Documents of Government Rights and Responsibilities of Citizenship Economic Systems Economic Independence 8.3 US History CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic. CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently CC.8.6.6-8.I. 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.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> The students will understand how the colonists broke away from Britain and created The United States of America.

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Essential Questions:

- How did the relationship between Britain and the colonies fall apart?
- How did the American colonists gain their independence?
- How did the US Constitution overcome the weaknesses of the Articles of the Confederation and provide for the organization of the new government?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • What were the reasons for the French and Indian War.? • How efforts to solve Britain’s financial problems raise the anger of the colonists and eventually lead to colonists wanting to break away from Britain. • The Declaration of Independence Proclaimed that the colonies were separating from Britain. • The American army faced many difficulties in the early years of the war. 	<ul style="list-style-type: none"> • Identify the cause and effects of the French and Indian War. • Analyze the effects of the Quartering Act, Stamp Act, and the Tea Act. • Students will investigate Thomas Paine’s Common Sense and see the effects that it had on the colonist’s attitude towards declaring their independence. • The students will study the Declaration of Independence Document and identify the importance of this document towards the development of our country. • Students will be able to list key people and events that had a significant impact on the Americans winning the war. 	<ul style="list-style-type: none"> • Venn Diagram • Notes • Worksheets • Reading Textbook • Guided Reading Activities • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Teacher Made Chapter Test(s) • Quizzes • Notebook Check • Trivia Test • Current Events • Concept lists • Video Quizzes • Current Events • Trivia Test

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<ul style="list-style-type: none"> • The impacts of the American Revolution on all parts of the new nation. • Weaknesses of the Articles of the Confederation and the need for a strong central government. • How was the US Constitution developed and accepted by the 13 states as our written form of government. 	<ul style="list-style-type: none"> • Students will be able to identify key people who framed the US Constitution. • Students will be able to identify key sections of the Constitution and the significance of each section. • Students will analyze the cause and effects of the Bill of Rights. • Identify how many amendments there are to the Constitution and how an amendment can be done. 		
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library, Laptop Carts. News Papers

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December

Targeted Standard(s): Common Core

- Principles and Documents of Government
- Rights and Responsibilities of Citizenship
- How Government
- Economic Systems
- Historical Analysis and Skills Development
- PA History
- 8.3 US History
- CC.8.5.6-8.C: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law)
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.I. 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.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Enduring Understandings:

- The students will understand the many problems that the United States had to face when it became an Independent Nation.

Essential Questions:

- How did Americans respond to internal and external challenges?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • George Washington becomes the 1st President. • The Federalists and Republicans are the first two political parties that develop. • Under Washington, The US faced challenges from Native Americans in the North West Territory and from the British Navy at sea. • John Adams becomes president and struggles to keep peace with France. 	<ul style="list-style-type: none"> • Explain the duties of the presidential cabinet and the different roles each cabinet member has. • Analyze the background of major political parties and gain an understanding of the differences between the major political parties we have today. • List the way in which Washington had to deal with Native Americans and the British Navy in his presidency. 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Teacher Made Chapter Test(s) • Quizzes • Notebook Check • Trivia Test • Current Events • Concept lists • Video Quizzes • Current Events • Trivia Test
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library. News Papers

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January

Targeted Standard(s): Common Core

- Principles and Documents of Government
- Rights and Responsibilities of Citizenship
- How Government Works
- Economic Independence
- The Human Characteristics of Places and Regions
- PA History
- US History
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently
- CC.8.6.6-8.I. 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.

Enduring Understandings:

- The students will understand the many problems that the United States had to face when it became an Independent Nation.

Essential Questions:

- How did Jefferson and Madison deal with unresolved problems?
- How did the nation reflect a growing sense of national pride and identity?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies Learning	Assessment
What students will know	What students will be able to do	Activities/Differentiation Interdisciplinary Connections	How Learning Will Be Assessed
<ul style="list-style-type: none"> • President Jefferson strives to make far-reaching changes in governments. 	<ul style="list-style-type: none"> • Analyze the changes Jefferson hoped to make while he was President of the US. 	<ul style="list-style-type: none"> • Complete T-charts, • Compare and contrast concepts • Read Textbook 	<ul style="list-style-type: none"> • Teacher Made Chapter Test(s) • Quizzes • Notebook Check

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<ul style="list-style-type: none"> • The US acquires The Louisiana Purchase from France. • Events that led up to the war of 1812 and how the war ended. • How was the power of the federal government strengthened during the Era of Good Feelings? • How did US foreign affairs reflect new national confidence? • How did US citizens gain more power during the Jackson Era • How were Native Americans treated in the Southeast during the Jackson Era? • What were major issues with the national bank and tariffs? 	<ul style="list-style-type: none"> • List the resources the US gained from the Louisiana Purchase and determine if the US got a good deal. • Identify the results of the War of 1812. • Analyze why the federal authority needed to increase its power. • List the significant impacts the Monroe Doctrine had in shaping the events in the Americas. • Describe how the spirit of Democracy increased During Jackson’s presidency. • Explain how the US has been effected by the government forcing Native Americans in the Southeast to move despite • The Supreme Court ruling in their favor. • Identify the pros and cons of The Bank of the US and how the struggle for balance of power continues. 	<ul style="list-style-type: none"> • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Trivia Test • Current Events • Concept lists • Video Quizzes • Current Events • Trivia Test
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library, Laptop Carts. News Papers

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Curriculum Map

February

Targeted Standard(s): Common Core

- Economic Independence
- Work and Earnings
- The Human Characteristics of Places and Regions
- US History
- CC.8.6.6-8.I. 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.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.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.

Enduring Understandings:

- The Students will understand what forces unite and divide a nation.

Essential Questions:

- Why did American take different paths in the early 1800's?
- How did reformers and writers inspire change and spark controversy?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Students will learn about the Industrial Revolution and how this time period got its name • Students will know how the North transformed into an industrial region. 	<ul style="list-style-type: none"> • Students will list how new inventions brought new ways of making basic products. • Students will identify how differences between the North and South increased with the growth of industry. 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes

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<ul style="list-style-type: none"> • Students will know how plantation life influenced the culture of the south • Students will know how a growing nation brought many challenges to our government • Students will know how efforts were made to improve society in the mid-1800. • Students will know how slavery became a dividing issue in the US. • Students will know that in the in the Early 1800’s there was a call for an increase in women’s rights. • Students will know how there was an increase in American Literature and Arts that identified American Culture. 	<ul style="list-style-type: none"> • Identify how the invention of the cotton gin increased the South’s dependence on the labor of enslaved people. • Analyze how when settlements spread westward debates over slavery increased tensions between North and South. • Students will list the reforms made in the areas of American life including education and culture. • Describe how abolitionists sought an end to slavery in the United States. • Students will explain how some reformers sought to win political and economic equality for women. • Students will list American artists, writers, and musicians from the early 1800’s and their contributions to American culture. 	<ul style="list-style-type: none"> • Rubrics • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Rubrics • Content Videos • Inventor Project
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library. News Papers, gaggle tube

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March

Targeted Standard(s): Common Core

- Rights and Responsibilities of Citizenship
- Economic Systems
- The Physical Characteristics of places and regions
- PA History
- US History
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.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.

Enduring Understandings:

- The Students will Understand what forces unite and divide a nation?
- How was the Civil War a political, economic, and social turning point?

Essential Questions:

- How did westward expansion change the geography of the nation and demonstrate the determination of its people?
- How did the nation try but fail to deal with growing sectional differences?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Students will know reasons why in the mid-1800's Americans started moving to the Western part of the US • Students will know the trails and pathways many 	<ul style="list-style-type: none"> • Students will explain why many Americans wanted the nation to extend westward to the Pacific Ocean. • Students will describe the journeys westward and the challenges the settlers faced in their travels. 	<ul style="list-style-type: none"> • Complete John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture

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<p>Americans traveled in the westward movement.</p> <ul style="list-style-type: none"> • Students will know how the conflict with Mexico caused Texas to declare its independence. • Students will know what caused Americans in the east to rush to the west in the 1849. • Students will know how the issue of slavery began to cause tension between the north and south in the 1840's. • Students will know that many compromises failed in an attempt to solve the slavery issue. • Students will know the issues that caused the nation to be divided and led to the Civil War. 	<ul style="list-style-type: none"> • Students will list the reasons the Texas War for Independence led to conflict and war between the US and Mexico. • Students will identify the where and how the settlers in the east flocked to California in 1849 in search of great wealth. • Students will describe how with the addition of new western land, debate over the spread of slavery increased. • Students will compare the many compromises made regarding slavery and identify reasons why violent fighting broke out in The Kansas Territory. • Students will explain how with the election of Lincoln, seven southern states left the union and why the war began at Fort Sumter. 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos 	<ul style="list-style-type: none"> • Guided Reading Activities • Notes • Rubrics • Content Videos
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library, Laptop Carts. News Papers

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April

Targeted Standard(s): Common Core

- 5.3 How Government Works
- 7.3 The Human Characteristics of Places and Regions
- 8.2 PA History
- 8.3 US History
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.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.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CC.8.6.6-8.A. Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Enduring Understandings:

- How was the Civil War a political, economic, and social turning point?

Essential Questions:

- How did people places and things affect the outcome of the Civil War?
- What were the short- term and long-term effects of the Civil War?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Students will know that when the Civil War started States and people had to choose which side they were going to support. • Students will know what the effects of The Emancipation Proclamation were on the Nation. • Students will know which battles turned the tide for the North and allowed the North to achieve victory in the Civil War. • Students will know the many challenges the nation had to deal with after the Civil War. • Students will know the struggles that took place during the Reconstruction time period. 	<ul style="list-style-type: none"> • Students will identify how as the war began which states joined together and list the plans that the North and South were designing to reach an early victory. • Students will explain how President Lincoln’s decision to issue the Emancipation Proclamation opened the way for African Americans to join the Union Army. • Students will identify Union Victories at Gettysburg and Vicksburg in 1863. They will also compare strategies of the north and south armies. • Students will list the problems the nation had to face after the Civil War that stood in the way of the country reuniting. • Students will describe how the disagreements over reconstruction led to the conflicts in the government and in the South. 	<ul style="list-style-type: none"> • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 Written assessments at least 1 per marking period. • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos • Read novel on 5 different perspectives of people involved in the Civil War 	<ul style="list-style-type: none"> • Compare and contrast concepts • Read Textbook • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos

Tunkhannock Area School District
Grade 8
 American History Early America to 1877
Curriculum Map

Materials/Resources/Technology
<ul style="list-style-type: none"> Textbook, workbook, United Streaming, projector, internet, Library, Laptop Carts. News Papers

May
<p>Targeted Standard(s): Common Core</p> <ul style="list-style-type: none"> 6.1 Economic Systems 7.3 The Human Characteristics of Places and Regions 8.3 United States History CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic. CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> How did the Industrialization of the United States change the economy, society, and politics of the nation?
<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the short- term and long-term effects of the Civil War? How did the growth of big business affect the development of the West?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> Students will know what effects mining and railroads had on the growth of the nation after the Civil War. 	<ul style="list-style-type: none"> Students will describe how railroad builders and miners helped bring new settlers to the west and link the rest of the nation. 	<ul style="list-style-type: none"> Compare and contrast concepts Read Textbook Class discussion 	<ul style="list-style-type: none"> Compare and contrast concepts Read Textbook

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<ul style="list-style-type: none"> • Students will know that Native Americans Struggled to Survive after the Civil War. • Students will know how the growth of the Cattle Kingdom in the west increased the food supply for the nation. • Students will know how development of farming in the west changed people's lives 	<ul style="list-style-type: none"> • Students will identify how Native Americans struggled to maintain their lifestyle as Americans poured West. • Students will list the effects the that the extensive cattle industry in the west had on the nation • Students will identify the adaptations western settlers needed to endure to meet the challenges of living in the west. 	<ul style="list-style-type: none"> • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos • John Collins Writing Activities 10% Summary Weekly, Type 1 as a section and chapter reviews, Type 2 and 3 • Written assessments at least 1 per marking period. 	<ul style="list-style-type: none"> • Class discussion • Lecture • Guided Reading Activities • Notes • Rubrics • Content Videos
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook, workbook, United Streaming, projector, internet, Library, News Papers