

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Grade 8 Social Studies

Course # 820

Department: Social Studies

Length of Period (mins.) 42

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Adopted: _____

Developed by:

David Bosse
Sherry Holub
Thad Smith

Description of Course

Course Title:

Grade 8 Social Studies - # 820

Description:

This course will focus on the rise of the American nation. Students will examine America's early political, economic, and social history from European exploration through the creation of the U.S. Constitution. Geographic influences, important historical events, and the foundations of U.S. government will be highlighted.

Goals:

- Name and locate landforms, climates, & historical features on maps
- Explain the basic research methodologies of the social sciences
- Explore the first civilizations of the Americas
- Discuss the era of exploration and colonization
- Investigate life in the thirteen English colonies
- Discuss the roots of self-government
- Discuss protests, conflicts, & revolution
- Identify the events and results of the American Revolution
- Identify the precursors to the Constitution
- Analyze the goals and principles of the Constitution
- Investigate the relationships between the levels of government
- Discuss the rights and responsibilities of citizenship

Requirements:

Text:

Davidson and Stoff, The American Nation, Pearson/Prentice Hall, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Geography, History, and the Social Sciences	1	Students will explain how the 5 themes of geography define the connections between geography and history.	U	<ul style="list-style-type: none"> Five Themes of Geography 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing Observation Evaluation 	7.1.9 A 7.1.9 B
	2	Students will discuss how geography influenced population trends in United States history.	R	<ul style="list-style-type: none"> Population trends and the Five Themes 	<ul style="list-style-type: none"> Case study Population map Group discussion 	7.1.9 A 7.1.9 B
	3	Students will describe how maps are made and used.	U	<ul style="list-style-type: none"> Maps and globes 	<ul style="list-style-type: none"> Map work Models 	7.1.9 A 7.1.9 B
	4	Students will identify the main physical regions of the United States.	A	<ul style="list-style-type: none"> Physical regions of the United States 	<ul style="list-style-type: none"> Map work Transparencies 	7.2.9 A
	5	Students will explain how rivers and lakes affect American life.	U	<ul style="list-style-type: none"> American rivers and lakes 	<ul style="list-style-type: none"> Map work Companion CD-Rom 	7.2.9 A
	6	Students will explain the differences between climate and weather.	U	<ul style="list-style-type: none"> Climate and Weather 	<ul style="list-style-type: none"> Visual organizer Companion CD-Rom 	7.2.9.A
	7	Students will describe how climates vary across the United States.	U	<ul style="list-style-type: none"> Climates of the United States 	<ul style="list-style-type: none"> Outline map book Companion CD-Rom 	7.2.9.A
	8	Students will explain how historians evaluate and interpret historical evidence.	U	<ul style="list-style-type: none"> Using historical evidence 	<ul style="list-style-type: none"> Transparencies Companion CD-Rom Supplemental reading 	8.1.9.B-D
	9	Students will discuss how archaeologists add to our knowledge of history.	R	<ul style="list-style-type: none"> Archaeologists uncover the past 	<ul style="list-style-type: none"> Models Demonstrations Group discussion 	8.4.9.B
	10	Students will explain what we can learn about history by understanding chronology and eras.	U	<ul style="list-style-type: none"> Chronology and historical eras 	<ul style="list-style-type: none"> Timeline Group discussion Writing 	8.1.9 A 8.4.9 A
	11	Students will identify the basic questions economists ask about society.	A	<ul style="list-style-type: none"> Three economic questions 	<ul style="list-style-type: none"> Transparencies Problem-solving Companion CD-Rom 	6.1.9 A 6.1.9 B 6.2.9 A
	12	Students will discuss the benefits of free enterprise.	R	<ul style="list-style-type: none"> The American Free Enterprise System 	<ul style="list-style-type: none"> Glossary of terms Problem-solving 	6.2.9 D 6.2.9 F
	13	Students will explain how the social sciences support the study of history.	U	<ul style="list-style-type: none"> Other social sciences 	<ul style="list-style-type: none"> Demonstration Group discussion 	5.1.9 A 8.1.9 A 8.1.9 C
	Before the First Global Age	14	Students will explain how people first reached the Americas.	U	<ul style="list-style-type: none"> Reaching The Americas 	<ul style="list-style-type: none"> Timeline Outline map book Group discussion

Unit	Num	Objective	Level	Content	Evaluation	Standard
					• Supplemental reading	8.4.9 D
	15	Students will describe the Olmec, Mayan, Aztec, and Inca civilizations.	U	<ul style="list-style-type: none"> • Olmec Civilization • The Mayas • The Aztecs • The Incas 	<ul style="list-style-type: none"> • Timeline • Outline map book • Visual organizer • Writing 	7.2.9 A 7.2.9 B 7.2.9 C 7.3.9 A-C
	16	Students will discuss the development of early cultures in North America.	R	• Early cultures of North America	<ul style="list-style-type: none"> • Timeline • Companion web site 	7.3.9 A 7.3.9 C
	17	Students will discuss the cultural areas of North America.	R	• Culture areas of North America	<ul style="list-style-type: none"> • Outline map book • Visual organizer 	7.3.9 A 7.3.9 B
	18	Students will identify and discuss the climate regions and cultural areas of North America.	A,R	• Climate, Resources, and Culture	<ul style="list-style-type: none"> • Map work • Visual organizer • Group discussion 	7.3.9 D 7.4.9 A 7.4.9 B
	19	Students will investigate the shared beliefs of Native American groups.	L	• Shared Beliefs	<ul style="list-style-type: none"> • Guided reading • Visual organizer 	7.3.9 B 8.4.9 C
	20	Students will describe the hierarchy of the Iroquois society.	U	• The Iroquois Confederacy	<ul style="list-style-type: none"> • Visual organizer • Companion web site 	5.2.9 B
	21	Students will explain why trade flourished in the Muslim world.	U	• The Muslim World	<ul style="list-style-type: none"> • Transparencies • Companion CD-Rom 	8.4.9 A-D
	22	Students will identify the trading states that rose in Africa, and describe the life in many African cultures.	A,U	• African Trading States and Cultures	<ul style="list-style-type: none"> • Map work • Group discussion • Writing 	6.3.9 B-E 6.4.9 B 7.1.9 B
	23	Students will describe how China's overseas trade expanded in the early 1400's.	U	• Chinese Voyages of Trade and Exploration	<ul style="list-style-type: none"> • Map work • Guided reading • Video 	8.4.9 A 8.4.9 C 8.4.9 D
	24	Students will describe Jewish and Christian traditions that influenced European civilization.	U	• Jewish and Christian Traditions	<ul style="list-style-type: none"> • Transparencies • Visual organizer • Group discussion 	7.3.9 B 8.4.9 B 8.4.9 C
	25	Students will describe how ancient Greek and Roman traditions affected later Europeans.	U	• Greek and Roman Traditions	<ul style="list-style-type: none"> • Timeline • Group discussion • Supplemental reading • Writing 	5.1.9 A-C 5.2.9 A 5.2.9 C 5.2.9 D 7.3.9 C 8.4.9 A
	26	Students will list the ways in which the Crusades and the growth of trade changed Europe and the Middle East.	L	• The Middle Ages	<ul style="list-style-type: none"> • Timeline • Guided reading • Visual organizer 	6.4.9 B 7.3.9 D 8.4.9 A 8.4.9 C 8.4.9 D
	27	Students will describe how the	U	• The Renaissance Expands	• Visual organizer	7.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Renaissance was a time of expanding horizons.		Horizons	<ul style="list-style-type: none"> • Video • Writing 	8.1.9 C 8.4.9 A 8.4.9 C
Exploration and Colonization	28	Students will discuss the early voyages made to the Americas.	R	<ul style="list-style-type: none"> • Early Voyages to the Americas 	<ul style="list-style-type: none"> • Timeline • Map work • Group discussion • Supplemental reading 	7.3.9 A 8.4.9 A
	29	Students will discuss the Christopher Columbus voyage to the Americas.	R	<ul style="list-style-type: none"> • Columbus Reaches the Americas 	<ul style="list-style-type: none"> • Timeline • Supplemental reading 	8.1.9 C 8.4.9 A
	30	Students will explain why the voyage of Christopher Columbus had a more lasting impact than earlier voyages.	U	<ul style="list-style-type: none"> • A Lasting Impact 	<ul style="list-style-type: none"> • Map work • Group discussion • Writing 	8.4.9 C 8.4.9 D
	31	Students will describe how Spanish explorers found a route across the Pacific Ocean.	U	<ul style="list-style-type: none"> • The Spanish Cross the Pacific 	<ul style="list-style-type: none"> • Map work • Group discussion • Writing 	8.4.9 C 8.4.9 D
	32	Students will compare the European and Native American influences in the Americas.	R	<ul style="list-style-type: none"> • A Global Cultural Exchange 	<ul style="list-style-type: none"> • Guided reading • Visual organizer • Comparison chart 	8.1.9 A 8.1.9 B 8.1.9 C 8.1.9 D
	33	Students will discuss how conquistadors defeated two Indian empires.	R	<ul style="list-style-type: none"> • Spanish Conquistadors 	<ul style="list-style-type: none"> • Timeline • Group discussion • Writing 	8.4.9 B 8.4.9 C 8.4.9 D
	34	Students will name the areas the Spanish explored.	A	<ul style="list-style-type: none"> • Exploring the Spanish Borderlands 	<ul style="list-style-type: none"> • Map work • Teacher observation 	7.3.9 A 7.3.9 B
	35	Students will describe how Spain settled its colonies.	U	<ul style="list-style-type: none"> • Settling New Spain 	<ul style="list-style-type: none"> • Map work • Visuals 	5.1.9 A 5.1.9 B 5.1.9 J
	36	Students will describe the social class system of New Spain.	U	<ul style="list-style-type: none"> • Society in New Spain 	<ul style="list-style-type: none"> • Visual organizer • Writing 	7.3.9 A-E 8.4.9 C 8.4.9 D
	37	Students will describe what life was like for Native Americans who lived under Spanish rule.	U	<ul style="list-style-type: none"> • Harsh Life for Native Americans 	<ul style="list-style-type: none"> • Group discussion • Supplemental reading • Writing 	7.3.9 A-E
	38	Students will explain why England, France, and the Netherlands sought a northwest passage to Asia.	U	<ul style="list-style-type: none"> • Search for a Northwest Passage 	<ul style="list-style-type: none"> • Timeline • Outline map book • Group discussion • Writing 	6.1.9 B 6.1.9 C 6.4.9 B 6.4.9 G 7.3.9 A 7.3.9 B 8.1.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	39	Students will discuss how the Protestant Reformation affected rivalries among European nations.	R	<ul style="list-style-type: none"> Rivalries Among European Nations 	<ul style="list-style-type: none"> Visual organizer Video Group discussion Writing 	7.1.9 B 7.3.9 B 8.1.9 B 8.1.9 C 8.4.9 C
	40	Students will describe how a rivalry developed between New France and New Netherland.	U	<ul style="list-style-type: none"> New France New Netherland 	<ul style="list-style-type: none"> Timeline Map work Group discussion Writing 	5.1.9 A 5.1.9 B 6.1.9 D 6.2.9 A 6.2.9 E 6.4.9 B
	41	Students will discuss the development of the first English colony.	R	<ul style="list-style-type: none"> The First English Colony 	<ul style="list-style-type: none"> Transparencies Companion CD-Rom 	7.3.9 B 7.3.9 C 7.3.9 D 7.4.9 A
	42	Students will identify challenges faced by the first English colonies in North America.	A	<ul style="list-style-type: none"> Challenge and Survival in Jamestown 	<ul style="list-style-type: none"> Timeline Visual organizer Group discussion Supplemental reading 	6.3.9 A 6.4.9 B 7.3.9 B-E 7.4.9 A
	43	Students will describe how Virginia began a tradition of representative government.	U	<ul style="list-style-type: none"> Representative Government 	<ul style="list-style-type: none"> Timeline Group discussion Writing 	5.1.9.A 5.1.9 B 5.1.9 C 5.1.9 E
	44	Students will name the groups of people who made up the new arrivals in Virginia after 1619.	A	<ul style="list-style-type: none"> New Arrivals 	<ul style="list-style-type: none"> Timeline Visual organizer Writing 	6.3.9 A 6.4.9 B 7.3.9 B 7.3.9 C 7.3.9 D
	45	Students will describe how European states controlled or regulated religion.	U	European States and Religion	<ul style="list-style-type: none"> Group discussion Writing 	7.3.9 B
	46	Students will explain why the colonists at Plymouth wanted the Mayflower Compact.	U	The Pilgrim Colony at Plymouth	<ul style="list-style-type: none"> Guided reading Group discussion Writing 	5.1.9 E 7.3.9 B
	47	Students will discuss how the Pilgrims were able to survive early hardships.	R	Early Hardships	<ul style="list-style-type: none"> Transparencies Companion CD-Rom Supplemental reading 	7.2.9 A 7.3.9 B 7.4.9 A
Thirteen English Colonies	48	Students will discuss why the Puritans decided to leave England.	R	The Puritans Leave England for Massachusetts	<ul style="list-style-type: none"> Map work Guided reading Group discussion Supplemental reading 	7.3.9 B 7.3.9 C 7.3.9 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
	49	Students will identify problems in Massachusetts that caused people to leave.	A	<ul style="list-style-type: none"> Problems in Massachusetts Bay 	<ul style="list-style-type: none"> Outline map book Visual organizer Group discussion 	5.1.9 A 7.3.9 B 7.3.9 C 7.3.9 E
	50	Students will explain why the Puritans and Native Americans were at war.	U	<ul style="list-style-type: none"> Puritans at War With Native Americans 	<ul style="list-style-type: none"> Group discussion Writing 	7.3.9 C 7.3.9 E
	51	Students will discuss why towns and villages were important in New England life.	R	<ul style="list-style-type: none"> Life in New England Towns and Villages 	<ul style="list-style-type: none"> Video Group discussion Writing 	5.1.9 A 6.3.9 A 7.3.9 B 7.3.9 E
	52	Students will explain why the colony of New Netherland became the colony of New York.	U	<ul style="list-style-type: none"> New Netherland becomes New York 	<ul style="list-style-type: none"> Timeline Group discussion Writing 	5.1.9 A 6.3.9 A 7.3.9 B 7.3.9 E
	53	Students will explain why New Jersey separated from New York.	U	<ul style="list-style-type: none"> New Jersey separates from New York 	<ul style="list-style-type: none"> Timeline Group discussion 	5.1.9 A 7.3.9 E
	54	Students will describe how Pennsylvania was founded.	U	<ul style="list-style-type: none"> The Founding of Pennsylvania 	<ul style="list-style-type: none"> Timeline Group discussion 	5.1.9 D 7.3.9 B 7.3.9 C 7.3.9 E
	55	Students will discuss life in the Middle Colonies.	R	<ul style="list-style-type: none"> Life in the Middle Colonies 	<ul style="list-style-type: none"> Group discussion Writing 	6.2.9 A 7.3.9 B
	56	Students will explain Maryland's religious beginnings.	U	<ul style="list-style-type: none"> Lord Baltimore's Colony of Maryland 	<ul style="list-style-type: none"> Timeline Transparencies 	7.3.9 B
	57	Students will describe how the Carolinas were founded.	U	<ul style="list-style-type: none"> The Carolinas 	<ul style="list-style-type: none"> Timeline Group discussion Writing 	6.3.9 C 6.5.9 A 6.5.9 B 7.3.9 B
	58	Students will describe how Georgia was founded.	U	<ul style="list-style-type: none"> Georgia 	<ul style="list-style-type: none"> Timeline Group discussion 	5.1.9 A
	59	Students will describe two ways of life that developed in the Southern Colonies.	U	<ul style="list-style-type: none"> Two Ways of Life 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	6.5.9 C 6.5.9 E 6.5.9 F
	60	Students will discover the slave trade triangle and slavery in the United States.	L	<ul style="list-style-type: none"> Growth of slavery and the slave trade 	<ul style="list-style-type: none"> Visual organizer Group discussion Supplemental reading 	6.4.9 D 7.3.9 B
	61	Students will discuss why England wanted to regulate colonial trade.	R	<ul style="list-style-type: none"> England regulates trade 	<ul style="list-style-type: none"> Group discussion Writing 	6.4.9 A 6.4.9 B 6.4.9 C 6.4.9 D
	62	Students will discuss the triangular	R	<ul style="list-style-type: none"> Trade in Rum and Slaves 	<ul style="list-style-type: none"> Visual organizer 	6.4.9 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		trade.			<ul style="list-style-type: none"> Group discussion 	6.4.9 B
	63	Students will describe colonial governments.	U	<ul style="list-style-type: none"> Colonial Government 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.1.9 J 5.2.9 B 5.2.9 E 5.2.9 G 5.3.9 E
	64	Students will explain how the liberties of the colonists were limited.	U	<ul style="list-style-type: none"> Limits on Liberties 	<ul style="list-style-type: none"> Group discussion Writing 	5.3.9 H 7.3.9 D
	65	Students will list the class differences that existed in colonial society.	L	<ul style="list-style-type: none"> Colonial Society 	<ul style="list-style-type: none"> Visual organizer Writing 	5.3.9 H 7.3.9 B 7.3.9 D
	66	Students will discuss how the Great Awakening affected the colonies.	R	<ul style="list-style-type: none"> The Great Awakening 	<ul style="list-style-type: none"> Group discussion Supplemental reading 	7.3.9 B
	67	Students will describe education for colonial children.	U	<ul style="list-style-type: none"> Education in the Colonies 	<ul style="list-style-type: none"> Group discussion Writing 	7.3.9 B 7.3.9 E
	68	Students will explain how the colonists were affected by the spread of new ideas.	U	<ul style="list-style-type: none"> Spread of Ideas 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.2.9 A-C 5.2.9 F 5.3.9 G 7.3.9 B 7.3.9 D
Crisis in the Colonies	69	Students will discuss how the rivalry of Britain and France led to war in North America.	R	<ul style="list-style-type: none"> European rivals in North America 	<ul style="list-style-type: none"> Timeline Map work Group discussion 	6.2.9 A 6.3.9 B 7.3.9 B 7.3.9 D 7.3.9 E
	70	Students will explain how leaders emerged from the war.	U	<ul style="list-style-type: none"> The French and Indian War Begins 	<ul style="list-style-type: none"> Group discussion Writing 	8.1.9 A 8.1.9 C
	71	Students will describe the attempts to gain allies in the war.	U	<ul style="list-style-type: none"> The Albany Congress 	<ul style="list-style-type: none"> Timeline Group discussion 	5.1.9 A 5.1.9 B 5.1.9 J
	72	Students will explain how strategic mistakes and lack of unity led to British defeats early in the war.	U	<ul style="list-style-type: none"> A String of British Defeats 	<ul style="list-style-type: none"> Timeline Companion web site Video 	7.3.9 E 8.1.9 A 8.1.9 B 8.1.9 C
	73	Students will identify what turned the tide of the war in Britain's favor.	A	<ul style="list-style-type: none"> The Tide of Battle Turns 	<ul style="list-style-type: none"> Timeline Video 	7.3.9 E 8.1.9 A 8.1.9 B 8.1.9 C
	74	Students will describe how the British	U	<ul style="list-style-type: none"> The Fall of New France 	<ul style="list-style-type: none"> Timeline 	5.1.9 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		troops brought about the fall of New France.			<ul style="list-style-type: none"> Map work Companion web site 	5.1.9 B 5.1.9 J 7.3.9 E 8.1.9 A-C
	75	Students will describe how Britain tried to ease growing tensions on the American frontier.	U	<ul style="list-style-type: none"> New Troubles on the Frontier 	<ul style="list-style-type: none"> Transparencies Companion CD-Rom Supplemental reading 	8.1.9 A 8.1.9 B 8.1.9 C
	76	Students will identify the major ideals of the Proclamation of 1763.	A	<ul style="list-style-type: none"> Proclamation of 1763 	<ul style="list-style-type: none"> Visual organizer Writing 	5.1.9 A 5.1.9 B 8.1.9 A
	77	Students will list the ways colonists reacted to new taxes imposed by Parliament.	L	<ul style="list-style-type: none"> Britain Imposes New Taxes Protesting the Stamp Act The Townsend Acts 	<ul style="list-style-type: none"> Timeline Visual organizer Group discussion Supplemental reading Writing 	5.1.9 I,J 5.2.9 A,D 6.2.9 B,E 6.2.9 F,H 6.3.9.A,B,E 6.4.9 A 6.4.9 C-F
	78	Students will identify the new colonial leaders who emerged as the conflict with Britain escalated.	A	<ul style="list-style-type: none"> New Colonial Leaders 	<ul style="list-style-type: none"> Timeline Visual organizer Group discussion 	5.2.9 D
	79	Students will discuss the events that led to the Boston Massacre.	R	<ul style="list-style-type: none"> The Boston Massacre 	<ul style="list-style-type: none"> Timeline Transparencies Supplemental reading 	5.2.9 A 5.2.9 B 5.2.9 C
	80	Students will discuss how a dispute over tea led to tension between the colonists and the British government.	R	<ul style="list-style-type: none"> A Dispute Over Tea 	<ul style="list-style-type: none"> Timeline Group discussion Supplemental reading 	6.4.9 A 6.4.9 C-F
	81	Students will describe how Parliament struck back at the people of Boston.	U	<ul style="list-style-type: none"> Parliament Strikes Back 	<ul style="list-style-type: none"> Group discussion Writing 	5.1.9 A 5.1.9 B 5.1.9 I
	82	Students will explain why fighting broke out at Lexington and Concord.	U	<ul style="list-style-type: none"> Lexington and Concord 	<ul style="list-style-type: none"> Timeline Group discussion 	8.1.9 A-C 8.1.9 B
The American Revolution	83	Students will discuss how Congress struggled between peace and war with Britain.	R	<ul style="list-style-type: none"> Peace or war? 	<ul style="list-style-type: none"> Timeline Guided reading Visual organizer Group discussion 	8.1.9 A 8.1.9 B 8.1.9 C 8.1.9 D
	84	Students will list the advantages each side had as it entered the war.	L	<ul style="list-style-type: none"> Advantages of the Opposing Sides 	<ul style="list-style-type: none"> Transparencies Visual organizer 	7.3.9 B 7.3.9 D 7.3.9 E 8.1.9 A-D
	85	Students will explain how the Continental Army gained control of	U	<ul style="list-style-type: none"> The Fight for Boston 	<ul style="list-style-type: none"> Timeline Map work 	8.1.9 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Boston.			• Group discussion	
	86	Students will discuss the impact of Common Sense.	R	• Common Sense	• Guided reading • Group discussion	8.1.9 D
	87	Students will list the steps Congress took to declare independence.	L	• Congress Votes for Independence	• Timeline • Transparencies	5.1.9 A-C 7.3.9 B 7.3.9 D 7.3.9 E
	88	Students will explain the main ideas of the Declaration of Independence.	U	• The Declaration of Independence	• Guided reading • Visual organizer	5.1.9 A,E 8.1.9 A,D
	89	Students will discuss how the British were able to capture New York.	R	• The British take New York	• Timeline • Map work	8.1.9 B
	90	Students will list the battles fought in New Jersey.	L	• Washington turns retreat into victory in New Jersey	• Timeline • Visual organizer	8.1.9 B
	91	Students will explain how the Battle of Saratoga marked a turning point in the war.	U	• A turning point in the war	• Transparencies • Group discussion • Writing	8.1.9 A 8.1.9 B
	92	Students will describe the hardships the Continental Army suffered at Valley Forge.	U	• The Hardships of Valley Forge	• Group discussion • Supplemental reading • Writing	6.1.9 D 7.3.9 B
	93	Students will discuss the role of women in the war.	R	• Women take part in the war	• Group discussion • Supplemental reading	7.3.9 B 7.3.9 D
	94	Students will list the choices African Americans had.	L	• African Americans face hard choices	• Visual organizer • Supplemental reading	7.3.9 B 8.1.9 B 8.1.9 C
	95	Students will describe how the war was fought on the Western Frontier.	U	• The War on the Western Frontier	• Group discussion • Writing	7.3.9 D 8.1.9 B
	96	Students will describe how the war was fought at sea.	U	• Fighting at sea	• Group discussion • Writing	7.3.9 D
	97	Students will explain why Britain decided to start fighting in the South.	U	• Fighting in the South	• Transparencies • Group discussion	7.3.9 B 7.3.9 D
	98	Students will discuss how the Americans and the French defeated the British at Yorktown.	R	• Victory at Yorktown	• Timeline • Map work • Group discussion	8.1.9 B 8.1.9 C
	99	Students will list the terms of the Treaty of Paris.	L	• The Peace Treaty	• Visual organizer • Writing	5.1.9 A 5.1.9 J
	100	Students will describe why Americans won the war.	U	• Why the Americans Won	• Visual organizer • Writing	6.3.9 F 7.3.9 B 7.3.9 D
Creating a Republic	101	Students will explain why state	U	• The States Write Constitutions	• Visual organizer	5.1.9 F

Unit	Num	Objective	Level	Content	Evaluation	Standard
		governments wrote constitutions.			<ul style="list-style-type: none"> Group discussion Writing 	5.1.9 H
	102	Students will describe the Articles of Confederation.	U	<ul style="list-style-type: none"> The Articles of Confederation 	<ul style="list-style-type: none"> Visual organizer Group discussion 	5.1.9 E 5.1.9 H
	103	Students will list the weaknesses of the Articles of Confederation.	L	<ul style="list-style-type: none"> Weaknesses of the Confederation 	<ul style="list-style-type: none"> Visual organizer Writing 	6.2.9 E 6.2.9 H 6.2.9 J 7.3.9 E
	104	Students will describe the process the Articles created to admit new states.	U	<ul style="list-style-type: none"> Admitting New States 	<ul style="list-style-type: none"> Timeline Visual organizer 	5.1.9 E 5.3.9 A
	105	Students will discuss why Americans called for changes in the Articles.	R	<ul style="list-style-type: none"> A Call for Change 	<ul style="list-style-type: none"> Group discussion Writing 	7.3.9 D 7.3.9 E
	106	Students will identify the leading delegates to the Constitutional Convention.	A	<ul style="list-style-type: none"> The Delegates to the Convention 	<ul style="list-style-type: none"> Transparencies Visual organizer Group discussion 	5.1.9 A 5.1.9 C
	107	Students will explain the main differences between the two rival plans for the new Constitution.	U	<ul style="list-style-type: none"> Two Rival Plans 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.1.9 C 5.1.9 E 5.1.9 H
	108	Students will describe the compromise the delegates had to reach before the Constitution could be signed.	U	<ul style="list-style-type: none"> The Great Compromise Northern and Southern States Compromise 	<ul style="list-style-type: none"> Guided reading Visual organizer Group discussion 	5.1.9 C 5.1.9 E 5.1.9 H 5.2.9 C
	109	Students will describe the climate around the signing of the Constitution.	U	<ul style="list-style-type: none"> Signing the Constitution 	<ul style="list-style-type: none"> Group discussion Supplemental reading 	7.3.9 D
	110	Students will explain what American leaders learned from ancient Rome.	U	<ul style="list-style-type: none"> The Lessons of Rome’s Republic 	<ul style="list-style-type: none"> Transparencies Supplemental reading 	8.1.9 B 8.1.9 C
	111	Students will identify the traditions of freedom that Americans inherited from Great Britain and from their own colonial past.	A	<ul style="list-style-type: none"> Britain’s Traditions of Freedom The American Experience 	<ul style="list-style-type: none"> Timeline Visual organizer Supplemental reading Writing 	5.1.9 E 5.1.9 H 5.1.9 M 8.1.9 A 8.1.9 C 8.1.9 E
	112	Students will explain how Enlightenment ideas shaped the development of the Constitution.	U	<ul style="list-style-type: none"> Teachings of the Enlightenment 	<ul style="list-style-type: none"> Visual organizer Group discussion Supplemental reading 	5.1.9 M 8.1.9 B 8.1.9 C
	113	Students will list the key issues in the debate between the Federalists and the Antifederalists.	L	<ul style="list-style-type: none"> Federalists Debate Antifederalists 	<ul style="list-style-type: none"> Visual organizer Transparencies Writing 	5.1.9 E 5.1.9 H 5.1.9 M 8.1.9 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	114	Students will discuss the need for a personal bill of rights.	R	<ul style="list-style-type: none"> Key Issue: Need for a Bill of Rights 	<ul style="list-style-type: none"> Group discussion Writing 	5.1.9 J 5.2.9 A,C 5.2.9 E,G
	115	Students will explain how the Constitution was finally ratified.	U	<ul style="list-style-type: none"> The States Vote to Ratify 	<ul style="list-style-type: none"> Timeline Visual organizer 	5.1.9 A 5.2.9 C
	116	Students will discuss how the Bill of Rights was added to the Constitution.	R	<ul style="list-style-type: none"> Adding a Bill of Rights 	<ul style="list-style-type: none"> Timeline Group discussion 	5.1.9 J 5.2.9 A,C 5.2.9 E,G
Government, Citizenship, and the Constitution	117	Students will explain how the Preamble defines the basic goals of the Constitution.	U	<ul style="list-style-type: none"> The Preamble Sets Goals 	<ul style="list-style-type: none"> Guided reading Visual organizer Group discussion Writing Teacher observation 	5.1.9.A-C 5.1.9 E,H,J 5.2.9 B,D 8.1.9 B-D 8.3.9 A,B
	118	Students will identify the framework of government established by the Constitution.	A	<ul style="list-style-type: none"> Articles and Amendments 	<ul style="list-style-type: none"> Guided reading Visual organizer Transparencies Group discussion 	5.1.9 E 5.3.9 A,B 8.1.9 A 8.3.9 C
	119	Students will name the seven basic principles of American Government.	A	<ul style="list-style-type: none"> Seven Basic Principles 	<ul style="list-style-type: none"> Visual organizer Group discussion Supplemental reading Writing Teacher-made evaluation 	5.1.9 C 5.1.9 E 5.1.9 H 5.1.9 J 5.2.9 A,B 5.2.9 D,E 5.2.9 G 5.3.9 A,B 5.3.9 E 8.3.9.B
	120	Students will list the powers of the legislative branch.	L	<ul style="list-style-type: none"> The Legislative Branch How a Bill Becomes a Law 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.1.9 C,E,H 5.2.9 D,G 5.3.9 A-C 5.3.9 E
	121	Students will identify the roles the President fills as head of the executive branch.	A	<ul style="list-style-type: none"> The Executive Branch 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.1.9 C,E,H 5.2.9 D,G 5.3.9 A,B 5.3.9 E,F
	122	Students will describe how the judicial branch is organized.	U	<ul style="list-style-type: none"> The Judicial Branch 	<ul style="list-style-type: none"> Visual organizer Writing 	5.1.9 C 5.2.9 C-E
	123	Students will explain how each branch of government can check the powers of the other branches.	U	<ul style="list-style-type: none"> Checks and Balances 	<ul style="list-style-type: none"> Visual organizer Group discussion Writing 	5.1.9 C 5.3.9 B
	124	Students will describe how to amend	U	<ul style="list-style-type: none"> The Amendment Process 	<ul style="list-style-type: none"> Visual organizer 	5.1.9 C-E

Unit	Num	Objective	Level	Content	Evaluation	Standard
		the Constitution.			<ul style="list-style-type: none"> • Writing 	5.1.9 H 5.3.9 A
	125	Students will name the rights that the Bill of Rights protects.	A	<ul style="list-style-type: none"> • The Bill of Rights 	<ul style="list-style-type: none"> • Visual organizer • Group discussion • Writing 	5.1.9 C-F 5.1.9 H,J 5.2.9 A,B 5.2.9 E 5.3.9 G,J
	126	Students will explain how later amendments expanded democratic rights.	U	<ul style="list-style-type: none"> • Later Amendments 	<ul style="list-style-type: none"> • Timeline • Transparencies • Writing 	5.1.9 C-F 5.1.9 H,J 5.2.9 A,B 5.2.9 E 5.3.9 F,G
	127	Students will explain how state constitutions are similar to, and different from, the national Constitution.	U	<ul style="list-style-type: none"> • State Constitutions 	<ul style="list-style-type: none"> • Guided reading • Visual organizer • Transparencies • Group discussion • Writing 	5.1.9 C-F 5.1.9 H,J,L 5.2.9 A-C 5.2.9 E-G 5.3.9 A,B 5.3.9 E,G
	128	Students will discuss the services that state governments provide.	R	<ul style="list-style-type: none"> • States Provide Services 	<ul style="list-style-type: none"> • Guided reading • Visual organizer • Group discussion • Writing 	5.1.9 A,F,H 5.2.9 B,D,E 5.3.9 A,D,I 6.3.9 I
	129	Students will describe how local governments affect our daily lives.	U	<ul style="list-style-type: none"> • Local Governments 	<ul style="list-style-type: none"> • Visual organizer • Transparencies • Group discussion • Writing 	5.1.9 A,C,F 5.1.9 H,J 5.2.9 A,B,D 5.3.9 A,D 5.3.9 H,I
	130	Students will discuss how to become a United States citizen.	R	<ul style="list-style-type: none"> • What is a Citizen? 	<ul style="list-style-type: none"> • Timeline • Visual organizer • Group discussion • Supplemental reading • Writing 	5.1.9 F,H,J 5.2.9 A,B 5.2.9 D,E 5.2.9 G 5.3.9 D,E 5.3.9 G
	131	Students will discuss the connection between democracy and citizenship.	R	<ul style="list-style-type: none"> • Civic Virtue and Democratic Values • Flag Etiquette 	<ul style="list-style-type: none"> • Guided reading • Visual organizer • Transparencies • Group discussion • Supplemental reading • Writing 	5.1.9 C,G 5.1.9 H,J 5.2.9 A,B 5.2.9 D,E,G 5.3.9 E,G 8.3.9 A 8.4.9 A
	132	Students will discuss responsibilities	R	<ul style="list-style-type: none"> • Responsibilities of a Citizen 	<ul style="list-style-type: none"> • Visual organizer 	5.1.9 A,C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		of being a citizen.			<ul style="list-style-type: none"> • Transparencies • Group discussion • Mock trial 	5.1.9 F,H,J 5.2.9 A,B 5.2.9 D-G 5.3.9 E-H