

U.S. & the World I

American Culture/History - 500-1824 CE

LENGTH OF TIME: one period daily, school year

GRADE LEVEL: 8

DESCRIPTION OF COURSE:

This course is a thematic approach to American Cultures. Specific units include: Native American Geography, European Exploration, Colonization, The American Revolution, Government and the Constitution, The Early Republic, Slavery, and Early Expansion and Conflict. This course of study is designed to clarify and enhance the students' knowledge of our nation's varied heritage, development, and culture. Students will build and practice their skills in cooperative learning through planned group work in which each student plays an important role to complete an assigned task. The application of interdisciplinary skills such as research, writing, data gathering, and graphing need to be employed by students preparing for class discussion and completing projects.

COURSE STANDARDS

Students will:

- Demonstrate an understanding of map skills including location skills, interpreting skills, and analyzing geographic models, charts and graphs. (PA Academic Standards for Geography 7.1.8, 7.2.8, 7.3.8, 7.4.8)
- Analyze the movement of people, goods, cultures, and ideas as affected by geography and environment. (PA Academic Standards for Economics 6.4.8) [PA Core Standards: 8.5, 8.6]
- Explain the theory of the populating of prehistoric America. (PA Academic Standards for Geography 7.2.8) (PA Core Standards: 8.5, 8.6]
- Examine the varied environments of the United States and project their impact on regional characteristics of Native Americans and colonists. (PA Academic Standards for Geography 7.2.8, 7.3.8) (PA Core Standards: 8.5, 8.6]
- Recognize and explain the causes and impact of European exploration and colonization on the diversity within American culture. (PA Academic Standards for Geography, Economics, and History 6.1.8, 7.3.8, 7.4.8, 8.3.8) (PA Core Standards: 8.5, 8.6]
- Summarize and analyze the causes and effects leading to and the results of military conflicts including the French and Indian War, American Revolution, and the War of 1812. (PA Academic Standards for History 8.1.8, 8.3.8) (PA Core Standards: 8.5, 8.6)

- Relate the effects of colonial government on the Declaration of Independence and United States Constitution. (PA Academic Standards for Civics/Government and History 5.1.8, 5.3.8, 8.3.8) [PA Core Standards: 8.5, 8.6]
- Compare and contrast the various types of governments, and their effects on the development of the United States Constitution. (PA Academic Standards for History 8.3.8) [PA Core Standards: 8.5, 8.6]
- Demonstrate comprehension and understanding of the federal system and the division of power as framed by the Constitution. (PA Academic Standards for Government/Civics and History 5.1.8, 5.3.8, 8.3.8) (PA Core Standards: 8.5, 8.6)
- Recognize and explain the separation of powers (example legislative and judicial) within the federal system and the protection of that power by the system of checks and balances. (PA Academic Standards for Government and History 5.1.8, 5.3.8, 8.3.8) (PA Core Standards: 8.5, 8.6)
- Apply the concepts and respond critically to the Bill of Rights and its effect on the students' everyday lives. (PA Academic Standards for Government/Civics and History 5.3.8, 8.3.8) (PA Core Standards: 8.5, 8.6)
- Describe and understand the concepts of the moving frontier, Manifest Destiny and expansion to the west on the American culture. (PA Academic Standards for History 8.3.8) [PA Core Standards: 8.5, 8.6]
- Analyze the effects of the development of early political parties on American society. (PA Academic Standards for History 8.3.8) (PA Core Standards: 8.5, 8.6)
- 14. Interpret and evaluate those forces that fostered sectionalism and secession of the South from the Union. (PA Academic Standards for Geography and History 6.1.8, 8.3.8) [PA Core Standards: 8.5, 8.6]
- Identify and compare the pattern and impact of immigration and the slave trade on American cultures. (PA Academic Standards for Geography, Economics, and History 6.1.8, 7.3.8, 7.4.8, 8.3.8) (PA Core Standards: 8.5, 8.6)

RELATED PA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 How International Relationships Function

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice

- 6.4 Economic Interdependence
- 6.5 Work and Earnings

RELATED PA ACADEMIC STANDARDS FOR GEOGRAPHY

- 7.1 Basic Geographic Literacy
- 7.2 Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interactions between People and Places

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

PERFORMANCE ASSESSMENTS

Students will demonstrate achievement of the standards by:

- Research and write an argumentative/informative paper. (Course Standard 2,4,11)
- Write responses that will identify and analyze the causes or effects of American historical events (500-1824). (Course Standard 2,3)
- Keep and maintain a portfolio of maps and charts that show the colonization and development of the United States. (Course Standard 1,2,5,6,12).
- Analyze primary/secondary that examine the various levels and branches of government. (Course Standard 8,9,10,11)
- Research and create a written or oral presentation of a court case, involving one of the Bill of Rights amendments that helps protect our rights as citizens. (Course Standard 5,6,7)
- In chart form, compare and contrast the regional differences among the early colonies and states. (Course Standard 1,14)
- Analyze political cartoons during early American history. (Course Standard 13)
- Read and analyze diary entries/primary sources that discuss the events of a new immigrant's or African slave's experience in traveling, arriving, and living in America.(Course Standard 2,8,12)
- Complete a research paper (Course standard 15)

TITLES OF UNITS:

1. Geography/Current Events (integrated all year)
2. European Exploration Native American Indians 4 weeks
3. Colonization 6 weeks
4. Revolutionary War 5 weeks
5. Critical Period -Articles of Confederation 2 weeks
6. Constitution 8 weeks
7. The Early Republic - Washington, Adams 4 weeks
8. Early Expansion and Conflict (Slavery) 5 weeks

SAMPLE INSTRUCTIONAL STRATEGIES:

- Writing
- Cooperative Learning
- Research
- Oral/Visual Presentations
- Simulations
- Role Playing
- Projects
- Fiction/non-fiction reading strategies
- Differentiated instruction

MATERIALS:

- Pearson/Prentice Hall, 2005, The American Nation Beginnings Through 1877
- Other resource texts and books:
 - Creating America, McDougal Littell, 2005
 - We the People, Center for Civic Education
 - To be a Slave by Julius Lester, Puffin Books
- Classroom Atlas (most recent copy date available)
- Integrated technologies and web-based tools (Newsela, study.com)

METHODS OF ASSISTANCE AND ENRICHMENT:

- Cooperative learning groups
- Field trips (as needed)
- Interdisciplinary units
- Technology
- Use of differentiated instruction

METHODS OF EVALUATION:

- Tests and quizzes
- Take-home tests
- Cooperative test
- Projects (rubrics used when needed)
- Presentation (rubrics used when needed)
- Writing assignments: short to long answer essay
- Comparing/Contrasting
- Analyzing
- Making predictions
- What if questions

INTEGRATED ACTIVITIES:

- Concepts
 - To understand and use maps, charts, and graphs
 - To be adept in understanding Constitutional government
 - To problem solve
 - To be multicultural
- Communication
 - Listening skills
 - Discussion and debate skills
 - Oral presentation skills
 - Short and long answer writing skills
 - Produce, perform, or exhibit work
- Thinking/Problem Solving
 - Analyze
 - Evaluation
 - Apply learned concepts
 - Make predictions
 - Synthesize
- Application of Knowledge
 - Evaluate
 - Relate
 - Demonstrate connections
- Interpersonal Skills
 - Work cooperatively
 - Communicate with students, teachers, others