

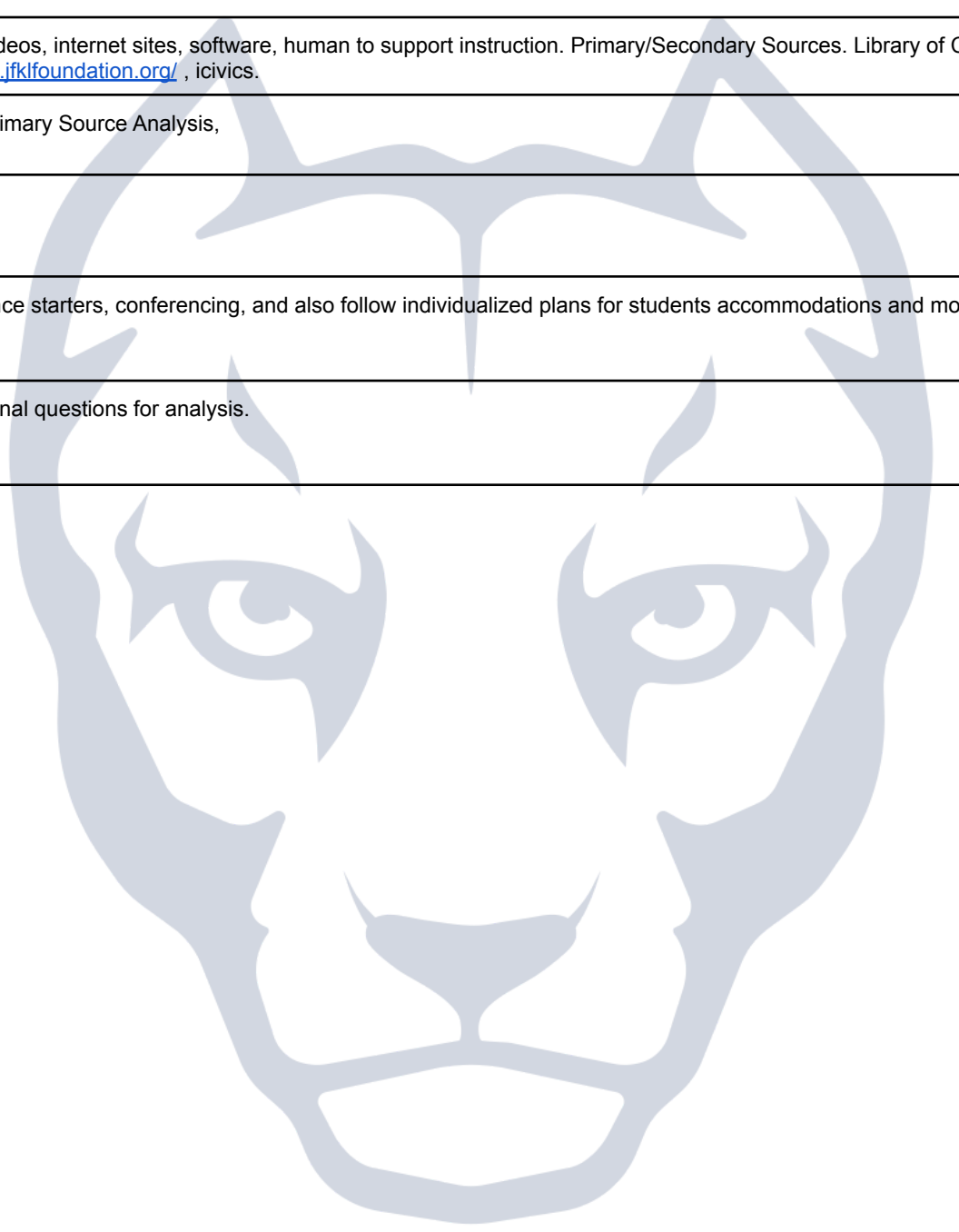
IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 1: Module 1: New Empires in the Americas
Concepts	Learn the histories of three regions - the Americas, West Africa, and Europe - whose people would come together and forever change North America
Big Ideas	Why might a U.S. historian study America, Africa, and Europe before 1500?
Essential Understandings	The complex cultures of the Americas as well as those in Africa and Europe would help to shape a new nation.
Competencies	Students will be able to compare and contrast the three different regions of the Americas, West Africa, and Europe and use this information to detail how these regions eventually would shape North America.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			Empire, Americas, Region, West Africa, Europe, Complexity
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.

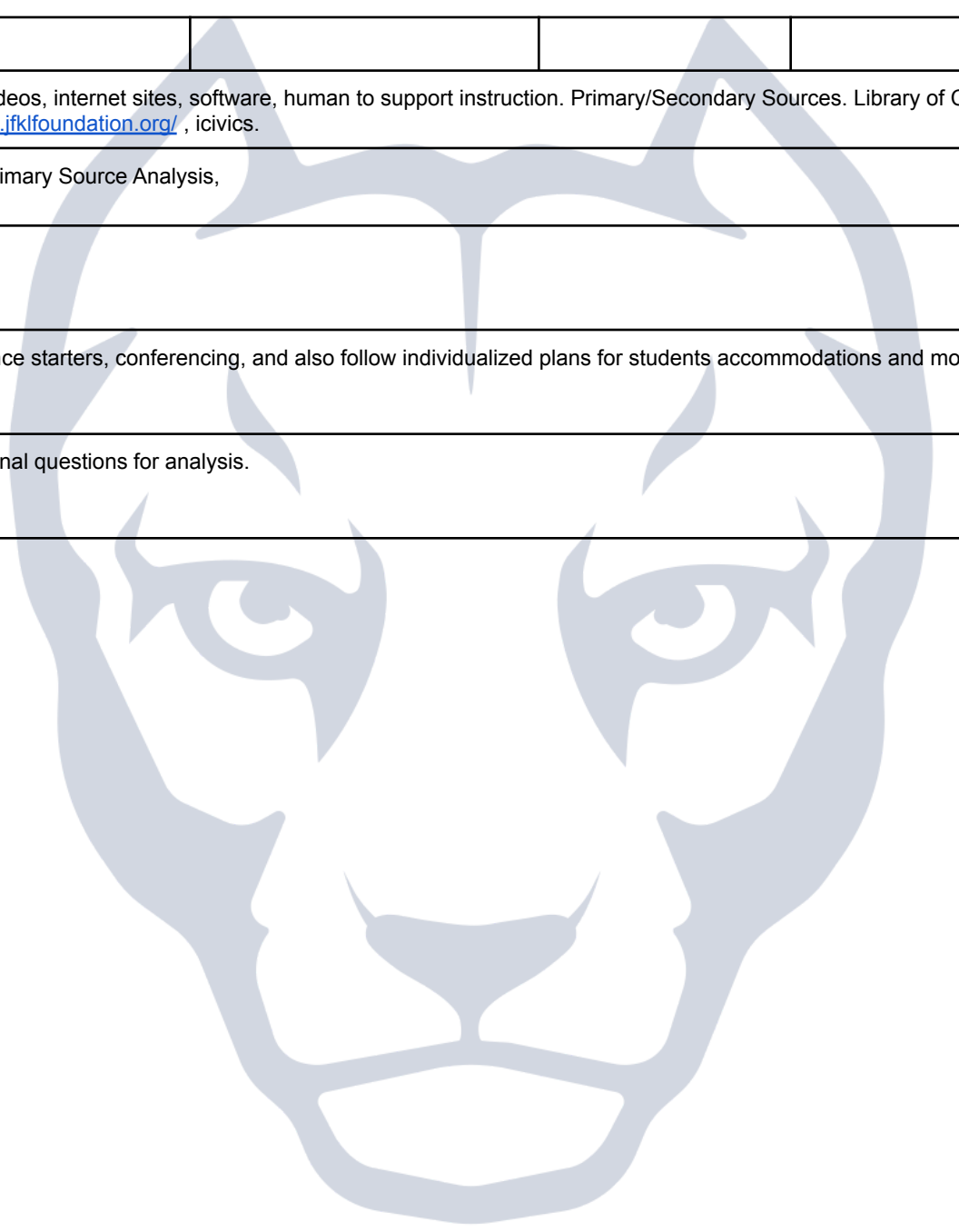


IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 2: Module 2: New Empires in the Americas					
Concepts	Learn the exploration of the world, searching and finding new lands and new trade routes Learn about the creation of European empires in the Americas					
Big Ideas	How did Europeans change life in the Americas?					
Essential Understandings	European explorers and colonists changed life forever in the Americas.					
Competencies	- Students will be able to describe the role that Europeans and African-Americans played in the shaping of North American culture, society, and in its economy.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			New Empires, African-Americans, Europeans, Exploration, Trade Routes, Settlements
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8.Q CC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

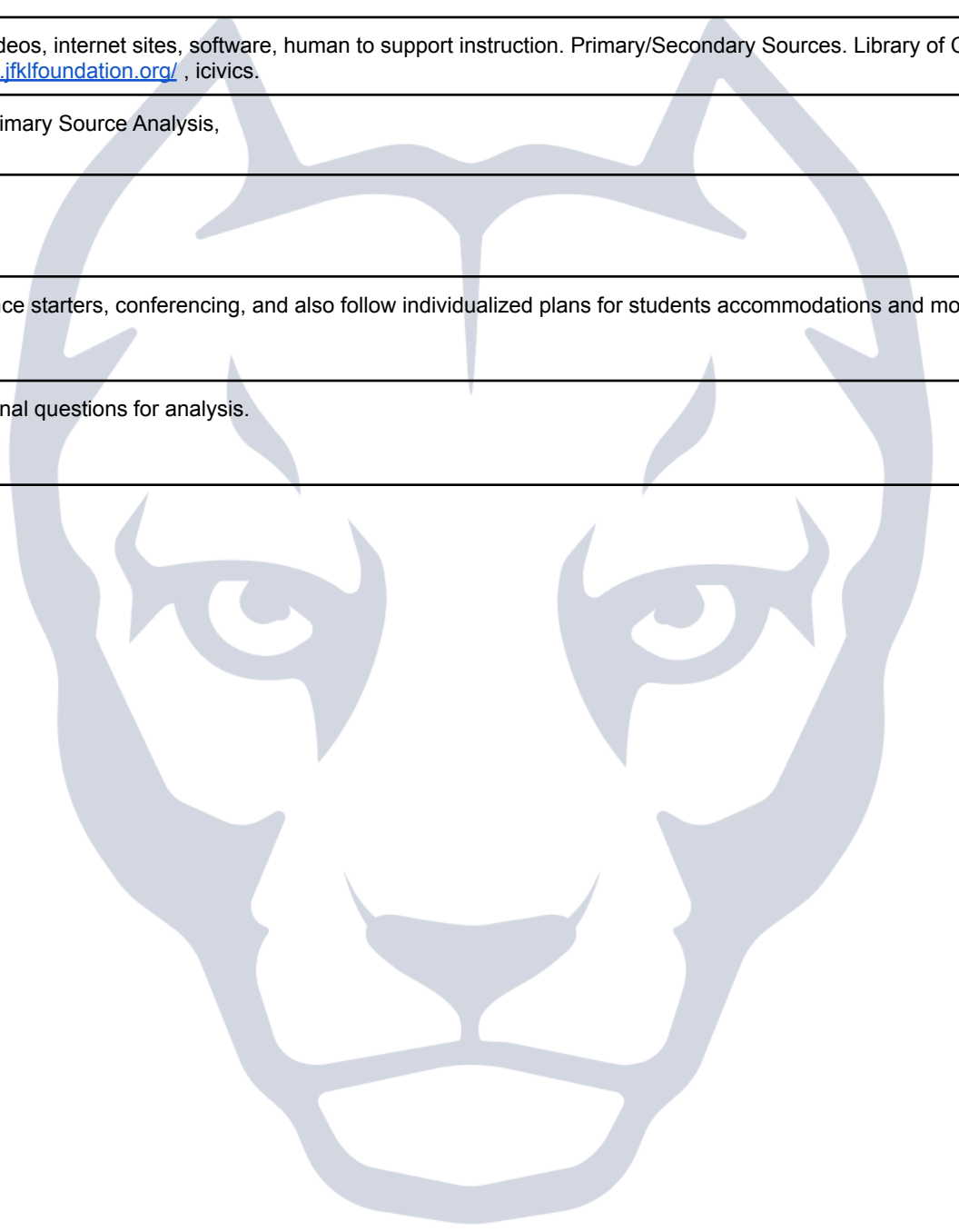


IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 3: Module 3: The English Colonies					
Concepts	Learn about the English settlements that dotted the East Coast of North America					
Big Ideas	English colonists brought their culture and their legal system as they first settled along the east coast of North America. Farming and slavery were important to the economies of the southern colonies.					
Essential Understandings	How did the colonial experience shape America's political and social ideals? How was slavery central to the economy of the southern colonies?					
Competencies	- Students will be able to explain how slavery became a central instrument in southern life for economic and social means and in turn make connections to how this was in comparison to the Northern and Mid-Atlantic colonial regions.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			Colonial Experience, Political Ideals, English Settlements, Slavery, Colonies, Slave Trade, Legal System
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.



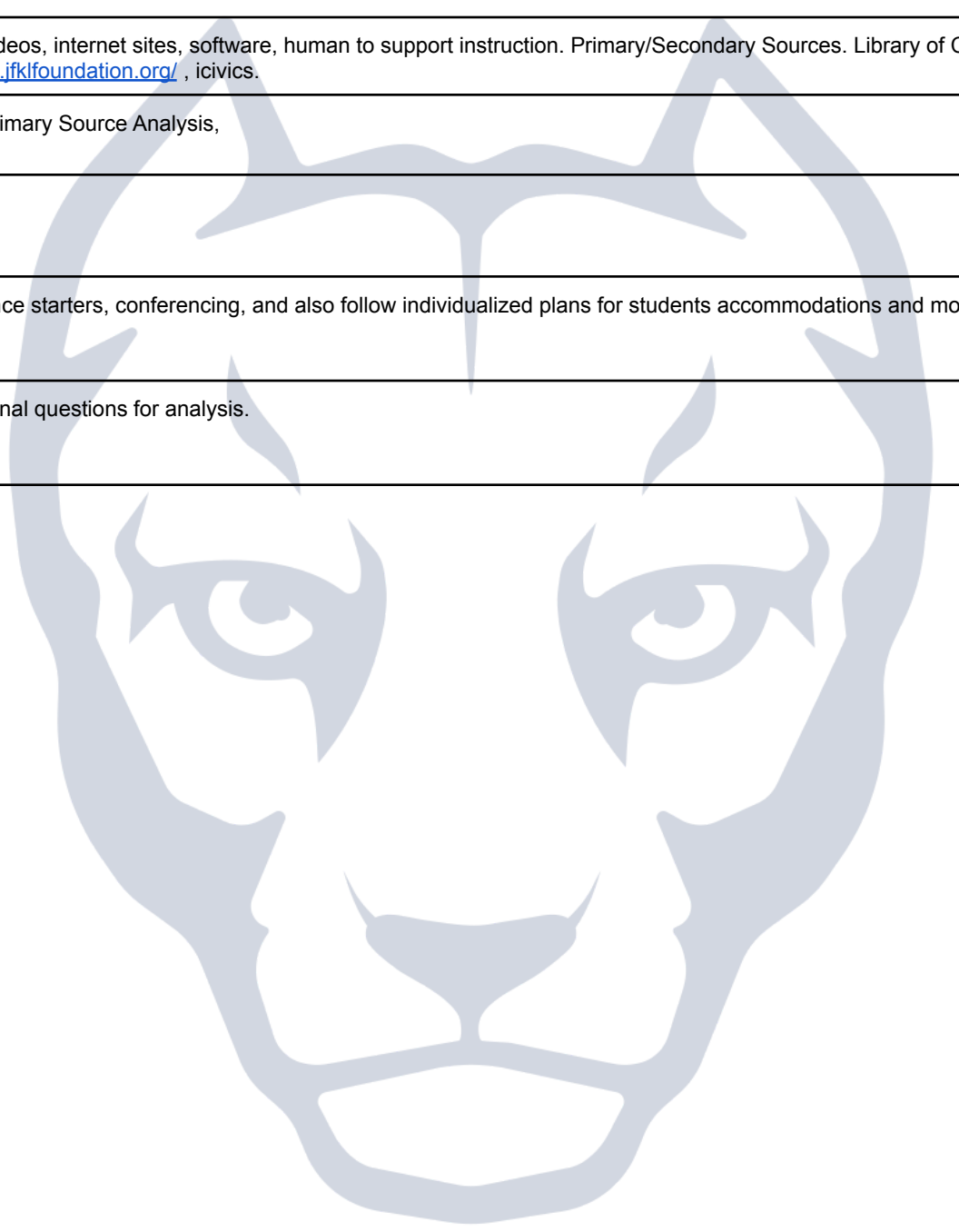
IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 4: Module 4 The American Revolution
Concepts	Learn about the American War for Independence
Big Ideas	There were decisions, circumstances, and turning points that resulted in the willingness of colonists to risk a revolution.
Essential Understandings	Why were the American Patriots willing to risk their lives for independence? What roles did African Americans play in the American Revolution
Competencies	Students will be able to describe and elaborate on the importance, significance, and lasting legacy of the American Revolution in terms of our history since 1776.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	Social Studies Standards: 8.1.8.B, 8.1.8.C, 8.2.8.B, 8.3.8.A, 8.3.8.B			American Revolution, Patriots, Loyalists, Independence, Declaration of Independence,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA Standards CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.

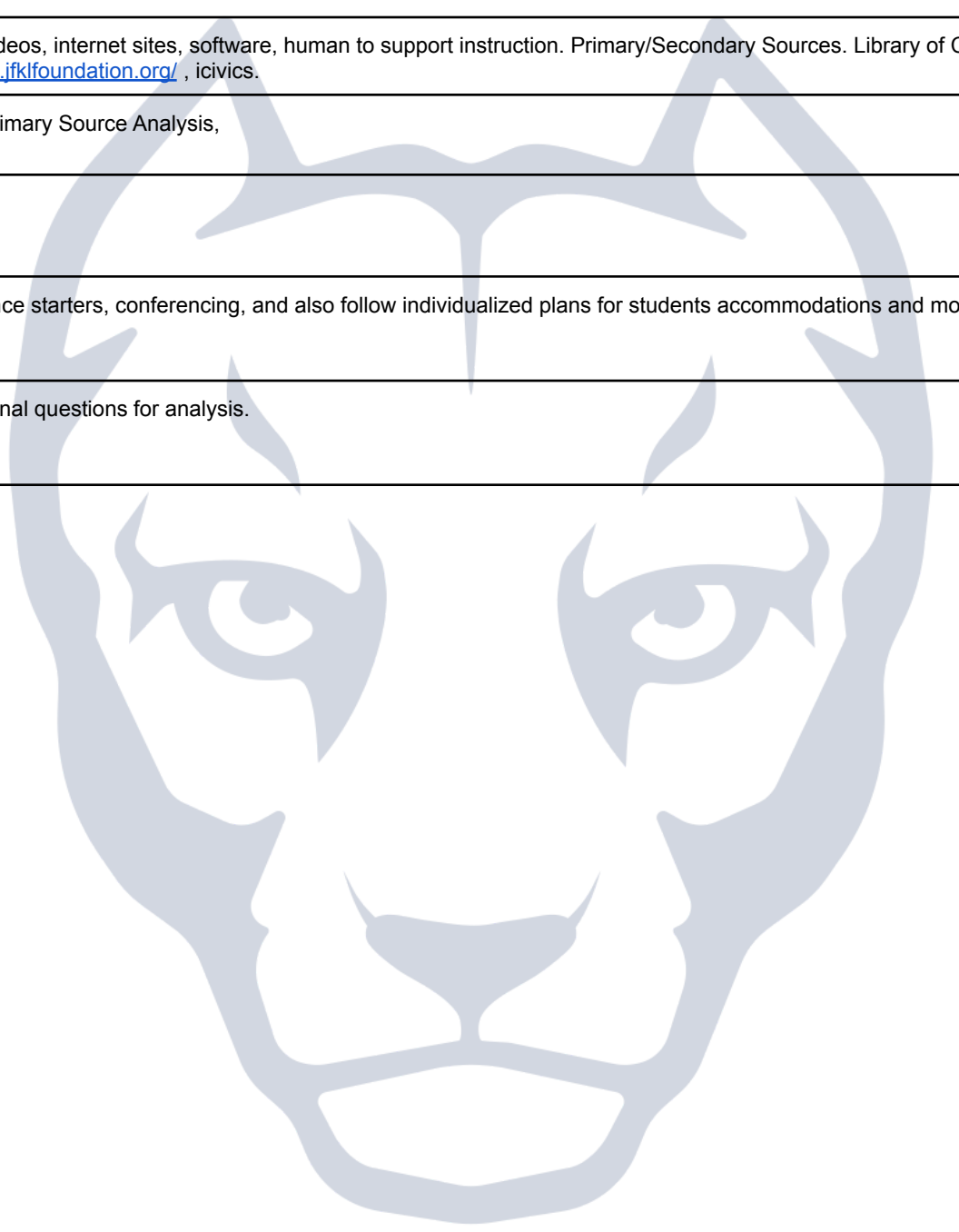


IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 5: Module 5 Forming a New Government					
Concepts	Learn about the nation's earliest government, the Articles of Confederation, and its failures to achieve national unity Read about the writing of the Constitution and how it attempted to solve the problems of the Articles by creating a new system of government					
Big Ideas	The colonies organized a government, discovered the weaknesses of that government, and compromised to peacefully create a new government.					
Essential Understandings	Did compromise make the U.S. Constitution stronger or weaker?					
Competencies	Students will be able to compare and contrast the Articles of Confederation and the US Constitution and create a strong argument for why the Constitution was the stronger document that our country needed.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	Social Studies Standards: 8.1.8.B, 8.1.8.C, 8.2.8.B, 8.3.8.A, 8.3.8.B			Government, Articles of Confederation, Constitution, System, Unity, Division,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA Standards CC1.2.8. CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8QCC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
Acceleration Strategies	Additional questions for analysis.

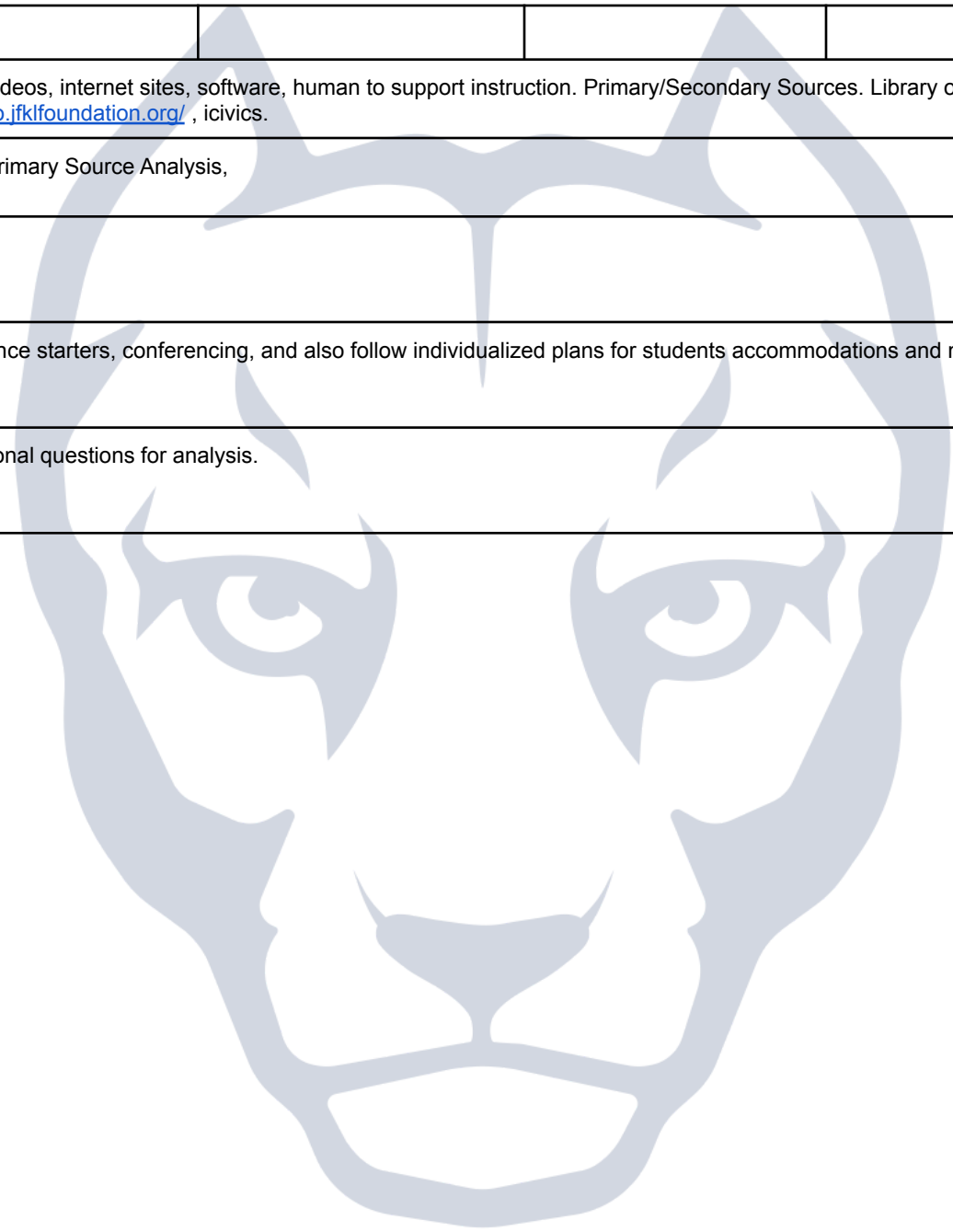


IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 6 : Module 7: Launching the Nation					
Concepts	Learn about the important events of the first three presidencies and how they affected the country Learn about the beginnings of many traditions that still exist today.					
Big Ideas	Newly elected officials—the president and the members of Congress—set out to put the Constitution into action.					
Essential Understandings	How did challenges and disagreements help shape the new nation?					
Competencies	- Students will be able to explain and describe the events and accomplishments of the first three presidents of the United States and how they ended up shaping the future of the United States.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content? Students will read primary sources. Students will extract relevant facts to support DBQ question.	Used to develop the skills and knowledge Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	Social Studies Standards: 8.1.8.B, 8.1.8.C, 8.2.8.B, 8.3.8.A, 8.3.8.B			Nation, Presidents, Traditions, Launching, Constitution, Congress, Elected Officials, Elections, Electoral College
			ELA Standards CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.				
Formative Assessments	Thesis outlines, Primary Source Analysis,				
Summative Assessments	DBQ Essay,				
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.				
Acceleration Strategies	Additional questions for analysis.				



IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 7: Module 8 War and Expansion in the Americas,					
Concepts	Native Americans, Great Britain, and the United States came into conflict in the West. The United States and Great Britain settled their disputes over boundaries and control of waterways					
Big Ideas	The Monroe administration secured and expanded its borders by settling issues with other nations.					
Essential Understandings	How were disagreements settled between Britain and Spain?					
Competencies	- Students will be able to assess the presidencies of Madison and Monroe and look at the eras that they were leading our country and describe how this impacted America throughout the 1800s.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10- days)	What do students have to do related to the content?	Used to develop the skills and knowledge	Social Studies Standards: 8.1.8.A,			War of 1812, James Madison, Andrew Jackson, Events, Expansion, James Monroe, Era of Good Feelings
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA Standards CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I			

			CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 8: Module 9 New National Identity , Mod 10 Age of Jackson
Concepts	Learn about the factors that contributed to the emergence of a distinctly American identity
Big Ideas	The nation adjusted its foreign policy, united the country with roads and canals, and devoted itself to distinctly American cultural expressions.
Essential Understandings	Why did America's national identity change the early 1800's ?
Competencies	- Students will be able to elaborate on how the 1800's played a significant role in the shaping and creation of the American Identity and the American Way.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10- days)	What do students have to do related to the content? Students will read primary sources. Students will extract relevant facts to support DBQ question.	Used to develop the skills and knowledge Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	Social Studies Standards: 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			Identity, Nationalism, Roads, Canals, Cultural Expressions,
			ELA Standards CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H			

			CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 9: Westward Expansion and Conflict Module 11,12					
Concepts	Learn about the effects of westward expansion in the United States Learn about how Native Americans resisted these changes Learn about how the United States acquired lands in the Southwest					
Big Ideas	Was the United States truly destined to expand west in the 1800's?					
Essential Understandings	The United States expansion affected people and places creating benefits and suffering for different cultures during this change.					
Competencies	- Students will be able to describe the reasons that the people of the United States were making conscience decisions to move and explore the unsettled territories of the Western United States during the 1800s.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10- days)	What do students have to do related to the content? Students will read primary sources. Students will extract relevant facts to support DBQ question.	Used to develop the skills and knowledge Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	Social Studies Standards: 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			Expansion, Manifest Destiny, Native Americans, Westward Expansion, Resistance, Territory
			ELA Standards CC1.2.8.B			

			CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 10: Module 13, 14, 15 The North, South and Slavery					
Concepts	<p>Learn about the changes that occurred in the lives of Americans in the North as the result of rapid industrialization</p> <p>Learn how the South developed an agricultural economy and how that economy was dependent on the labor of enslaved people</p> <p>Learn about the role of slavery in Southern society</p> <p>Learn about how it began, what life as a slave was like, and how the issue of slavery affected American politics and society</p>					
Big Ideas	<p>How did the Industrial Revolution help shape life in the North?</p> <p>How important was slavery for the economy and society of the South?</p> <p>How did slavery shape life in the United States?</p>					
Essential Understandings	Geographic features of each region contributed to the development of differing economic activities deepening the differences between the North and South.					
Competencies	- Students will be able to identify the differences between the North and the South during the mid 1800's that eventually would lead to the Civil War. A focus on the changing economies in the different regions and understanding why this would cause major issues.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10- days)	What do students have to do related to the content? Students will read primary sources. Students will extract relevant facts to support DBQ question.	Used to develop the skills and knowledge Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	Social Studies Standards: 8.1.8.A, 8.2.8.A, 8.2.8.C, 8.3.8.A			Slavery, Nationalism, Industrialization, Change, Industrial Revolution, Economy, Society, Values, Enslaved, Agriculture
			ELA			

			Standards CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	8
Course Name	United States History I		

Unit	Unit 11: Module 16, 17,18 Civil War					
Concepts	<p>Learn about changes in American society and the goals of social reformers</p> <p>Learn about the leaders of social reform movements</p> <p>Learn about how the debate over slavery increasingly divided Americans during the mid- 1800s</p> <p>Learn about the major events that preceded the Civil War</p> <p>Learn how the Civil War would define and transform the future of democratic government not only for the United States but also for the world.</p>					
Big Ideas	How did the Civil War transform the nation?					
Essential Understandings	The Civil War would define and transform the future of democratic government not only for the United States but food the world as well.					
Competencies	- Students will be to give a broad overview using important facts, people, and events of the Civil War and describe why many consider it the most historic event in all of American history.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10- days)	<p>What do students have to do related to the content?</p> <p>Students will read primary sources. Students will extract relevant facts to support DBQ question.</p>	<p>Used to develop the skills and knowledge</p> <p>Use annotation skills while reading primary sources.</p> <p>Create outlines</p> <p>Craft paragraphs to answer the DBQ question.</p>	<p>Social Studies Standards:</p> <p>8.1.8.A,</p> <p>8.2.8.A,</p> <p>8.2.8.C,</p> <p>8.3.8.A</p>			<p>Reform, Living Conditions, Social Reform, Values, Civil War,</p>
			<p>ELA Standards</p>			

			CC1.2.8.B CC.1.2.8.F CC1.2.8.H CC.1.4.8H CC.1.4.8.I CC.1.4.8.J CC.1.4.8Q CC.1.4.8.P			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					