

Southern York County School District Instructional Plan

Name:	Dates: September-October
Course/Subject: United States History - Grade 8	Unit Plan 1: Native American/ Explorer/Colonization
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The American story begins with the belief that it was our destiny to acquire wealth, power, land, and souls due to our place in the world—Manifest Destiny. 2. Manifest Destiny led explorers to the Americas 3. Manifest Destiny led to a blending of cultures during colonization and still continues today 4. Culture has an impact on the decisions we make. 5. Cultural differences led to conflict in the New World. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is the story of America? ▪ Why America? (What led explorers to America?) ▪ To what extent did desire have a positive and negative impact on America? ▪ To what extent does culture impact people? ▪ What causes conflict?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ The stages of America’s story. ▪ The reasons for colonization in the New World. ▪ The impact of different cultures in America. ▪ The causes of conflict. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the stages of the American Story <ol style="list-style-type: none"> a. Construct a personal story using the stages of the American Story b. Discuss the impact culture has on any story ▪ Explain what factors influenced colonization in America. ▪ Analyze the impact of foreign cultures on America. ▪ Compare/contrast how the Native Americans/English/French culture impacted how they used natural resources ▪ Analyze the causes of conflict. <ol style="list-style-type: none"> a. Explain the impact of conflict on the winners and losers.
Name:	Dates: October - November
Course/Subject: United States History, Grade 8	Unit Plan 2: Conflict in America
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
Understanding(s):	Essential Question(s):

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. Cultural differences led to conflict in the New World 2. The conflict between colonialists and English over who controlled the colonies led to the American Revolution. 3. Americans, believing they had the inalienable “right” to wealth, land, power, and freedom (life, liberty, and the pursuit of happiness), fought England for independence. 4. The American Revolution allowed the United States to exist as a sovereign country. 	<ul style="list-style-type: none"> ▪ What causes conflict? ▪ To what extent are you willing to go to protect your interests? ▪ What does it take to be victorious? ▪ How does one achieve recognition?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ The causes and outcomes of conflict in the New World. ▪ The causes and effects of the American Revolution. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the causes of conflict <ol style="list-style-type: none"> a. Determine the effects of the French and Indian conflict on North America. b. Compare pre-French and Indian North America and post-French and Indian North America. c. Analyze the differences between the French and Native Americans relationship and the English and Native Americans relationship. ▪ Explain how money impacts relationships. <ol style="list-style-type: none"> a. Describe the impact taxes have on government citizen relationships. b. Point out the impact that a person or group of people can have on the masses c. Analyze the Declaration of Independence for meaning and implication d. Determine the significance of the Revolutionary War for England ▪ Identify significant Revolutionary War battles <ol style="list-style-type: none"> a. Evaluate the importance of specific battles of the war ▪ Explain how the Treaty of Paris allowed the colonies to become the United States of America
<p>Name:</p>	<p>Dates: December - January</p>
<p>Course/Subject: United States History, Grade 8</p>	<p>Unit Plan 3: The Constitution</p>

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

Understanding(s):

Students will understand . . .

1. Guidelines/Rules are necessary to monitor and maintain an orderly society
2. The first United States government (Articles of Confederation) worked hard to maintain order by checking the power of the government and making sure that no one person had all the power.
3. Shay's Rebellion showed that the Articles of Confederation would not be a satisfactory government; therefore, the constitution needed to be written.
4. Cultural differences in the colonies created conflicts and disagreements that hurt the chances of compromise and slowed the process of achieving a better government.
5. The system of checks and balances attempts to achieve equal power among the branches of the U.S. government and attempts eliminate abuses in power and concentration of power in one branch.
6. A constitution/government can only be successful if its citizens feel it will protect their rights and liberties.
7. The U.S. Constitution is a model to other countries in regards to democracy and human rights.
8. American citizens each have a responsibility to their country.

Essential Question(s):

- Why is it necessary to have guidelines/rules/laws?
- How can order be achieved?
- How do you know when you get it right/or are successful?
- How important is compromise in maintaining order and in accomplishing a task?
- To what extent is it possible to achieve equal power?
- To what degree is the government responsible for protecting its citizens?
- What makes a good model or example?
- What makes a good citizen?

Learning Objectives:

Students will know . . .

- The importance of guidelines in a society.
- The structure of the Articles of Confederation.
- The concepts of checks and balances.
- The importance of the proper balance of power in a government.
- The responsibilities associated with United States citizenship.

Students will be able to:

- Explain the need for guidelines in a society
- Identify the structure of the Articles of Confederation.
 - a. Assess the effectiveness of the Articles of Confederation.
- Verify the need for a new government
- Empathize with those making important decisions.
 - a. Identify the source of conflict between factions at the Constitutional Convention
 - b. Outline the compromises between the factions at the Constitutional Convention
 - c. Point out the necessity of the compromises at the Constitutional

	<p style="text-align: center;">Convention</p> <ul style="list-style-type: none"> ▪ Determine the effectiveness of checks and balances among the branches ▪ Identify the need for a Bill of Rights ▪ Explain how the Constitution provided the proper balance of power <ul style="list-style-type: none"> a. Evaluate the ability of the US Constitution to protect the voice of its citizens. ▪ Demonstrate the ability to be a good citizen.
Name:	Dates: February - March
Course/Subject: United States History, Grade 8	Unit Plan 4: The Presidents
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. A good leader is essential to the success of a nation or any organization. 2. George Washington set the precedent on how many future presidents would approach the job of “commander-in-chief”. 3. John Adams and Thomas Jefferson’s rivalry in 1796 for the presidency helped lead to a two-party system. 4. That acquisitions such as Jefferson’s purchase of the Louisiana Territory provided additional land, resources, and power to the U.S. 5. James Madison understood that war and conflict is sometimes necessary to protect democracy and freedom. 6. James Monroe established an alliance with Latin America via the Monroe Doctrine to protect the liberty of the Americas and to ensure the US was safe. 7. Leaders often implement proven strategies from the past to address current situations. 8. Manifest Destiny had a negative impact on the Native Americans of the Southeast 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent does a leader make his/her organizations successful or unsuccessful? ▪ What does it take to succeed? ▪ How does our culture impact our lives? ▪ What is the difference between a “want” and a “need”?
Learning Objectives:	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ The characteristics associated with good leadership. ▪ Why the two-party system developed. ▪ The rationale used in presidential decision making. ▪ Andrew Jackson emulated George Washington’s reaction to the Whiskey Rebellion when dealing with the circumstances surrounding the Nullification Crisis. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Measure the importance of a leader ▪ Identify what is meant by “Washington’s example”. <ul style="list-style-type: none"> a. Debate the attitude of “don’t do” ▪ Identify the actions of presidential administrations between 1796-1832. ▪ Compare the actions of other presidents in relation to what Washington would have wanted. ▪ Explain the rationale for the presidential decisions. <ul style="list-style-type: none"> a. Evaluate the rationale for presidential decisions. b. Examine, in general, why actions are taken. ▪ Critique the actions of Washington’s successors taking into account today’s world. ▪ Identify the reasons for the removal of the Native Americans from the Southeast <ul style="list-style-type: none"> a. Compare President Jackson’s reaction to the Nullification Crisis with his reaction to the removal of Native Americans from the SE in regards to states rights b. Create a memorial in honor of the lives lost during the Trail of Tears
<p>Name:</p>	<p>Dates: March - April</p>
<p>Course/Subject: United States History, Grade 8</p>	<p>Unit Plan 5: Westward Expansion</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Westward expansion was driven by the concept of Manifest Destiny (the justified desire for power, wealth, land and a desire to spread democracy and Christianity). 2. Expansion into other peoples’ lands will often create conflict. <ul style="list-style-type: none"> a. The American expansion into new lands west of the Mississippi created conflicts with Native Americans and Mexicans. 3. Expansion into a new territory will have physical and cultural implications. <ul style="list-style-type: none"> a. Expansion into the American West changed the following groups in 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why explore? ▪ What causes conflict? ▪ What causes cultural change? <ul style="list-style-type: none"> a. To what extent is change good? b. To what extent is change bad?

<p>different ways:</p> <ul style="list-style-type: none"> ▪ Americans ▪ Native Americans ▪ Mexicans 	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ The reasons that sparked Western Expansion in America. ▪ The positive and negative consequences of expansion. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why people explore. <ul style="list-style-type: none"> a. Define Manifest Destiny. b. Identify the circumstances behind each group involved in Western Expansion. c. Compare these groups to other groups discussed in the course through the year. ▪ Identify the areas explored in this era of expansion. <ul style="list-style-type: none"> a. Explain how exploration can cause conflict. b. Describe how Westward expansion created conflict in the areas it took place. c. Compare these conflicts and their causes to other conflicts throughout the year and analyze if their causes are similar. ▪ Identify and describe the benefits and drawbacks of America's Westward Expansion. <ul style="list-style-type: none"> a. Compare the expansion of America then to the expansion of America today. Are there similar conflicts and consequences? b. Analyze the impact of America's expansion on America itself, Native Americans, and Mexicans. c. Describe the impact that these actions have on these cultures today. d. Identify how the cultures overlapped (language, food, customs, place names, etc.).
<p>Name:</p>	<p>Dates: April</p>
<p>Course/Subject: United States History, Grade 8</p>	<p>Unit Plan 6: Industrialization</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s):</p>	<p>Essential Question(s):</p>

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. Family influences are the foundation of who we are and this was never more evident than in post-colonial America. 2. America's industrialization in the 19th century helped create a divide between the North and the South. 3. Beliefs about power, education, progress, and equal opportunity defined the culture of the North and South. 4. Due to their unique cultures the North and South reacted in two totally different ways to the Industrial Revolution. This difference would help lead to the American Civil War. 	<ul style="list-style-type: none"> ▪ How much are we influenced by the culture around us? ▪ How does technology influence us? ▪ To what extent can beliefs impact behavior? ▪ How does the culture of a region define the value of something?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ How the culture and beliefs of the American people influence the country's development. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain how beliefs and culture influence development <ol style="list-style-type: none"> a. Discuss the power of education and opportunity on further development ▪ Determine how beliefs can define the culture of a region ▪ Analyze how culture influences action
<p>Name:</p>	<p>Dates: May</p>
<p>Course/Subject: United States History, Grade 8</p>	<p>Unit Plan 7: The Civil War</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The concept of Manifest Destiny will often cause conflict. 2. The Missouri Compromise, the Compromise of 1850, and the continuing diplomatic debate over the idea of popular sovereignty were some of the many compromises made to keep the nation together 3. There were many reasons behind the American Civil War. <ol style="list-style-type: none"> a. Differences in culture between the North and South led to separation in beliefs and values. b. The media incited Abolitionist, Pro-slavery, unionist, and secessionist sides. c. The interpretation of the Declaration of Independence had an effect on the cultures of America. d. John Brown's attack, conviction, and 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What causes conflict? ▪ Why is it important to stay united? ▪ To what extent can a war be "civil"? <ol style="list-style-type: none"> a. What is culture? b. To what extent does the media shape our lives? c. To what extent is it possible to justify a wrong? d. At what point is "talk" useless? e. How far would you go to stand up for your rights? f. To what extent is power important? ▪ To what extent are the United States united?

<p>hanging became a symbol to both the North and South.</p> <ul style="list-style-type: none"> e. The election of Lincoln in 1860 scared Southerners so much they seceded from the North. f. The desire for power over one's destiny turned Americans against Americans <ul style="list-style-type: none"> ▪ The North's victory in the Civil War and the reassimilation of the South reestablished the United States as a whole nation. 	
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ How the concept of Manifest Destiny created conflict. ▪ The causes and outcomes of the Civil War. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Determine a relationship between conflict and Manifest Destiny ▪ Identify the various compromises that attempted to keep the United States united. <ul style="list-style-type: none"> a. Analyze the terms for the Missouri Compromise and The Compromise of 1850 versus previous compromises. b. Apply terms to compromise to the problem if it existed today. Analyze the predicted results of this compromise. c. Point out what events prompted a new, or additional, compromises d. Predict the effectiveness of new compromises for old problems. ▪ Explain the key causes of the American Civil War. <ul style="list-style-type: none"> a. Evaluate how varied cultures mixing can cause conflict. b. Evaluate the effect the media has on society (Uncle Tom's Cabin) c. Examine how the Declaration of Independence shaped America and how it was a cause of dissention when it came to slavery. d. Determine how Harper's Ferry will effect the relationship between the North and South e. Election of 1860 <ul style="list-style-type: none"> ○ Determine members ○ Determine the outcome of the election ○ Evaluate the South's reaction f. Identify the significance of specific battles of the Civil War. <ul style="list-style-type: none"> ○ Apply the events of the Civil War to today and evaluate if they would have transpired in the same manner.

- Analyze reasons for success and failure during the Civil War.
- Explain the outcomes of the Civil War.
 - a. Predict the tracks of the citizens of the North and South. Which will be successful and why.
 - b. Construct a plan to rebuild a destroyed territory or country.