

CIVICS AND GOVERNMENT - GRADE 8
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will describe the principles and documents of government.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD CG-1</p> <p>50. Define and explain the major arguments advanced for the necessity of government.</p> <p>51. Explain the principles and ideas that shape governments.</p> <p>52. Interpret the basic documents shaping the government of Pennsylvania.</p> <p>53. Interpret the basic documents shaping the government of the United States.</p> <p>54. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.</p>	<p>50. Student will complete a lists of reasons why government is important.</p> <p>51. Class discussion about the Declaration of Independence and the Constitution of the United States.</p> <p>52. Students will illustrate some of the ideas behind major documents shaping the government of Pennsylvania. This will be accomplished by completing a political cartoon or comic strip.</p> <p>53. Class discussion about the basic documents shaping the government of the United States. Students will complete a list of rights given to people and</p>	<ul style="list-style-type: none"> • Student lists • Tests • Political cartoons • Comic Strip • Worksheets • Bulletin Boards • Projects • Student Notes • Classroom Discussion • Written Assignments • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Student Made Materials • Teacher Created Activities • Overheads • Pictures • Videos

<p>55. Explain the roles of framers of basic documents of government from a national and Pennsylvania perspective.</p>	<p>protected by these documents.</p>		
<p>56. Explain how the law protects individual rights and the common good.</p>	<p>54. Student will list rights given to people by the Pennsylvania Constitution and the Constitution of the United States.</p>		
<p>57. Explain why symbols and holidays were created.</p>	<p>55. Student will describe the role of the founding fathers in the writing of the Constitution and other documents.</p>		
	<p>56. After class discussion, notes, and other projects about the Constitution and Amendments, students will identify how the law protects individual rights and the common good.</p>		
	<p>57. Students will design bulletin board materials based on national symbols and holidays.</p>		

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will comprehend the rights and responsibilities of citizenship and civic participation.

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<p>STANDARD CG-2</p> <p>28. Describe the essential rights and responsibilities of citizens in systems of government.</p> <p>29. Describe the rights, responsibilities and participating role of citizens in local, state and national level.</p> <p>30. Compare the consequences of violating laws of Pennsylvania with the consequences of violating laws of the United States.</p>	<p>28. After class discussion of systems of government, student will create posters showing the rights and responsibilities of citizens in each system.</p> <p>29. After class discussion on the rights and responsibilities of citizens in government, students will construct a chart showing the rights and responsibilities of citizens at the local, state and national level.</p> <p>30. When given a list of laws, students will use the internet to research the punishment for violating a Pennsylvania law and a United States law.</p>	<ul style="list-style-type: none"> • Posters • Class Discussion • Student Charts • Internet Search Material • Tests • Written Assignments • Worksheets • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Student Made Materials • Teacher Created Activities • Overheads • Pictures • Videos • Internet

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will describe the workings of government by studying the concept of separation of powers, elections, and forms of government.

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<p>STANDARD CG-3</p> <p>37. Compare the responsibilities and powers of the three (3) branches within local, state and national government.</p> <p>38. Explain the issues of due process and judicial protection of individual rights.</p> <p>39. Explain issues regarding how and why government should raise money to pay for its operation and services.</p> <p>40. Identify systems of government.</p>	<p>37. After a class discussion concerning the separation of powers and checks and balances, students will complete drawings showing how these concepts apply at the local, state and national level.</p> <p>38. Students will use their text and constitution notes to define the following terms: equal protection, habeas corpus, presumption of innocence, right to counsel, trial by jury, right against self-incrimination, double jeopardy, and the right of appeal.</p> <p>39. Class discussion on how the 16th Amendment allows the government to raise money needed. Students will compile a</p>	<ul style="list-style-type: none"> • Student Drawings • Class Discussion • Written Assignments • Worksheets • Student Lists • Tests • Student Notes • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbooks • Notebooks • Student Made Materials • Teacher Created Activities • Overheads • Pictures • Videos

list of ways money is used by our national government.

40. Students will define the terms autocracy, democracy, and oligarchy.

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #4: All students will understand how international relationships function through diplomacy, international organizations, and political units.

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STANDARD CG-4			

ECONOMICS - GRADE 8

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #1: All students will have a basic understanding of economic systems - the ways people and societies organize to determine what should be produced, how much should be produced and for whom.

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STANDARD E-1 14. Describe geographic patterns of economic activities in the United States.	14. Discuss early United States industries, their location and reasons for this location.	<ul style="list-style-type: none"> • Classroom discussion • Tests • Written Assignments • Worksheets • Teacher Created Activities 	<ul style="list-style-type: none"> • Student lists • Maps • Textbook • Research Projects • Internet

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #2: All students will comprehend economic markets and the influence governments have on those markets.

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<p>STANDARD E-2</p> <p>25. Explain the roles of consumers and producers in a market economy.</p> <p>26. Describe and analyze the items taxed in Pennsylvania to generate revenue and compare items taxed by the government of the United States.</p>	<p>25. Students will create a list of products produced in early America.</p> <p>26. Students will list and define the various taxes used at the state and local level in Pennsylvania in order to generate income. This list will be compared to taxes used by our national government.</p>	<ul style="list-style-type: none"> • Student Lists • Tests • Written Assignments • Worksheets • Teacher Created Activities • Classroom Discussion 	<ul style="list-style-type: none"> • Textbooks • Internet • Student Lists

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #3: All students will internalize the concepts of scarcity and economic choice.

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<p>STANDARD E-3</p> <p>18. Describe solutions to problems of scarcity.</p>	<p>18. When given information concerning the scarcity of a product, students will describe ways the scarcity can be solved.</p>	<ul style="list-style-type: none"> • Written Assignments • Tests • Classroom Discussion • Teacher Created Activities 	<ul style="list-style-type: none"> • Textbook • Internet

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Academic Content Standard #4: All students will understand the concept of economic interdependence.

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<p>STANDARD E-4</p> <p>19. Explain how trade may improve a society's standard of living.</p> <p>20. Explain why governments sometimes restricted trade.</p> <p>21. Analyze how Pennsylvania consumers are interdependent based on the production and consumption of goods or services.</p>	<p>19. After a class discussion concerning standard of living, students will investigate regions of the United States to learn how an increase in trade would affect standard of living.</p> <p>20. Class discussion concerning the Embargo Act.</p> <p>21. Students will research products produced in Pennsylvania and where materials used in the production of those products come from.</p>	<ul style="list-style-type: none"> • Classroom Discussion • Student Research • Tests • Worksheets • Student Notes • Written Assignments • Teacher Created Activities 	<ul style="list-style-type: none"> • Maps • Textbooks • Internet

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Academic Content Standard #5: All students will comprehend the economic aspect of work and earnings. Concepts relating to profits and losses, income and wealth, and risk and rewards will be addressed.

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<p>STANDARD E-5</p> <p>22. Analyze the various elements that impact the value of a state and a nation.</p> <p>23. Identify leading entrepreneurs in Pennsylvania and the United States and describe their risks and rewards.</p>	<p>22. Students will list products that had an impact on our nation's early history.</p> <p>23. Students will read information on leading entrepreneurs in Pennsylvania and the United States.</p>	<ul style="list-style-type: none"> • Student lists • Classroom Discussion • Student Research • Tests • Teacher Created Activities 	<ul style="list-style-type: none"> • Student Lists • Textbooks • Internet

GEOGRAPHY - GRADE 8

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<p>STANDARD 1</p> <p>13. Explain geographic tools and their uses.</p> <p>14. Explain and locate places and regions.</p>	<p>13. Students will complete activities in order to find latitude and longitude, coordinates, scale, symbols, compass rose and a key.</p> <p>14. Students will use maps to locate plans and regions.</p>	<ul style="list-style-type: none"> • Written assignments • Teacher created activities • Tests • Student maps • Classroom discussions • Worksheets 	<ul style="list-style-type: none"> • Maps • Charts • Textbooks • Internet

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STANDARD 2			

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Academic Content Standard #3:

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STANDARD 3			

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STANDARD 4			

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STANDARD 5			

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Academic Content Standard #6

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STANDARD 6			

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STANDARD 7			

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HISTORY STANDARDS – GRADE 8
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PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

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Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: Historical Analysis and Skills Development

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H1</p> <p>1. Analyze chronological thinking.</p> <ul style="list-style-type: none"> ■ Difference between past, present and future ■ Sequential order of historical narrative ■ Data presented in time lines ■ Continuity and change ■ Context for events 	<ul style="list-style-type: none"> ■ Create a puzzle with people and events from a particular time period. ■ Create a picture or poster showing events within a particular period of time. ■ Create a concept map comparing people and events of a particular time period. ■ Create a time line showing a sequential order of events for a particular time period. ■ Present an oral report describing events in sequential order. ■ Write an essay about events in a particular 	<p>Tests/quizzes Worksheets Graphs Puzzles Posters Pictures Charts Class Discussion Questions and answers Teacher created activities Timelines Report Rubric Comic Strips</p>	<p>Textbook Worksheets Puzzles Maps Charts Pictures Internet Sites Videos Library Resources Teacher generated resources Student generated resources Overhead transparencies Videodisk Timelines</p>

2. Analyze and interpret historical sources.

- Literal meaning of historical passage
- Data in historical and contemporary maps, graphs and tables
- Different historical perspectives
- Data from maps, graphs and tables
- Visual data presented in historical evidence.

3. Analyze the fundamental s of historical interpretation.

- Fact versus opinion
- Reasons/causes for multiple points of view
- Illustrations in historical documents and stories
- Cause and result
- Author or source used to develop historical narratives

time period.

- Create a comic strip showing events in chronological order.
- Analyze and interpret information from primary and secondary historical sources.
- Interpret data from various charts and graphs.
- Complete a variety of map activities.
- Interpret historical perspectives from pictures, political cartoons, songs, etc.
- Interpret information from historical passages.

- Complete a worksheet containing statements in order to decide which are fact and which are opinion.
- View political cartoons in order to see multiple points of view (e.g. the British and American point of view before the Revolutionary War)
- View and discuss historical documents.
- Complete a worksheet containing statements in order to decide

Tests/quizzes
Worksheets
Puzzles
Posters
Maps
Charts
Graphs
Pictures
Class Discussion
Questions and answers
Games

Tests/quizzes
Worksheets
Cartoons
Posters
Class Discussion
Questions and answers
Teacher created activities
Games

Textbooks
Worksheets
Puzzles
Maps
Charts
Pictures
Graphs
Internet Sites
Videos
Library resources
Teacher created resources
Student created resources
Political cartoons
Various readings
Overhead transparencies
Videodisk
Timelines

Textbooks
Worksheets
Puzzles
Charts
Pictures
Internet Sites
Videos
Library resources
Teacher generated resources
Student generated resources
Overhead transparencies
Videodisk
Timelines

4. Analyze and interpret historical research.
 - Historical event (time and place)
 - Facts, folklore and fiction
 - Historical questions
 - Primary sources
 - Secondary sources
 - Conclusions (e.g., History Day projects, mock trials, speeches)
 - Credibility of evidence

which are a cause and which are a result.

- Read and discuss source materials.
- Create a political cartoon or poster in order to show multiple points of view.
- Complete a research project on a person, place, battle, event, or other topic in U.S. history.
- Complete an ABC book on historic topic e.g. – Civil War.

Project rubric
ABC book rubric

Textbook
Library resources
Internet Sites
Maps
Charts
Graphs
Pictures
Videos
Student generated resources
Videodisk
Timelines

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: Pennsylvania History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H2</p> <p>1. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) ■ Military Leaders (e.g., George Meade, George McClellan, John Hartranft) ■ Cultural and Commercial Leaders (e.g., 			

John J. Audubon,
Rebecca Webb
Lukens, Stephen
Foster)

- Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)

2. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.

- Documents, Writings and Oral Traditions (e.g., Pennsylvania constitutions of 1838 and 1874, The “Gettysburg Address”, *The Pittsburgh Survey*)
- Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)

3. Identify and analyze how continuity and change have influenced

Pennsylvania history from 1787 to 1914.

- Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)
- Commerce and Industry (e.g., mining coal, producing iron, harvesting timber)
- Innovations (e.g., John Roebling's steel cable, steel-tipped plow, improved techniques for making iron, steel and glass)
- Politics (e.g., Fugitive Slave Act reaction, canal systems legislation, The Free School Act of 1834)
- Settlement Patterns (e.g., farms and growth of urban centers)
- Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition)

of racial
discrimination in
schools)

- Transportation
(e.g., canals,
National Road,
Thompson's
Horseshoe Curve)
- Women's
Movement (e.g.,
work of the Equal
Rights League of
Pennsylvania)

4. Identify and analyze
conflict and
cooperation among
social groups and
organizations in
Pennsylvania history
from 1787 to 1914.

- Domestic Instability
(e.g., impact of war,
1889 Johnstown
Flood))
- Ethnic and Racial
Relations (e.g.,
Christiana riots,
disenfranchisement
and restoration of the
suffrage for African-
Americans, Carlisle
Indian School)
- Labor Relations (e.g.,
National Trade Union,
The "Molly Maguires,"
Homestead steel
strike)
- Immigration (e.g.,

Anti-Irish Riot of 1844, new waves of immigrants)

- Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War)

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: United States History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H3</p> <p>1. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> ■ Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) ■ Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) ■ Cultural and Commercial Leaders (e.g., Jane Addams, 	<ul style="list-style-type: none"> ■ Discuss contributions made by various groups and individuals in U. S. History. ■ Complete a chart showing contributions made by various groups and individuals in U. S. History. ■ Complete a biographical sketch showing major contributions of an individual in U.S. history. ■ Complete a list of inventions showing their impact on history. ■ Compare/contrast contributions made by groups and individuals 	<p>Tests/quizzes Worksheets Puzzles Posters Charts Class Discussion Questions and answers Teacher created activities Essays Lists Drawings</p>	<p>Textbook Worksheets Puzzles Internet Sites Library resources Teacher generated resources Videos Videodisk Timelines Pictures</p>

Jacob Riis,
Booker T.
Washington)
■ Innovators and
Reformers (e.g.,
Alexander G. Bell,
Frances E.
Willard, Frederick
Douglass)

2. Identify and analyze
primary documents,
material artifacts and
historic sites
important in United
States history from
1787 to 1914.

- Documents (e.g.,
Fugitive Slave
Law, Treaty of
Guadalupe
Hidalgo,
Emancipation
Proclamation)
- 19th Century
Writings and
Communications
(e.g., Stowe's
Uncle Tom's
Cabin, Brown's
"Washed by
Blood," Key's Star
Spangled Banner)

- in U.S. history.
- Summarize
contributions made by
individuals and groups
in U.S. history.
- Complete a drawing of
an invention and
describe its impact on
history.
- Complete a puzzle
concerning inventors
and inventions.
- View a video and
answer questions
about inventions.

- View a video about a
primary document,
artifact or historic site.
- Read and discuss
excerpts from primary
documents speeches,
and slogans.
- Discuss the
Constitution, Bill of
rights and
Amendments to the
Constitution.
- Complete a poster
concerning the Bill of
Rights.
- View a videodisk
showing pictures of
places etc.
- Review the history of
the U.S. Flag.

Tests/quizzes
Worksheets
Essays
Posters
Questions and answers
Class Discussion
Teacher generated activities
Tests/quizzes
Worksheets
Puzzles
Posters
Charts
Class Discussion
Questions and answers
Teacher created activities
Lists
Drawings

Textbook
Videos
Overhead transparencies
Internet sites
Primary & secondary
resources
Pictures
Videodisk
Timelines

- Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal)

3. Analyze how continuity and change has influenced United States history from 1787 to 1914

- Belief Systems and Religions (e.g., 19th century trends and movements)
- Commerce and Industry (e.g., growth of manufacturing industries, economic nationalism)
- Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone)
- Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow Laws)
- Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants,

- Discuss how change had had an effect on people in U.S. history.
- Complete a list of changes that happened during a certain period of U.S. history.
- Complete a chart showing important changes during U.S. history.
- Analyze changes in U.S. history.
- Discuss changes in certain areas of U.S. history.
- Complete a cartoon or picture showing life before and after a change in U.S. history.
- Complete an essay describing a major change in U.S. history.

Tests/quizzes
 Lists
 Charts
 Essays
 Cartoons
 Worksheets
 Questions and answers
 Rubrics

Textbook
 Overhead transparencies
 Political cartoons
 Charts
 Graphs
 Internet sites
 Library resources
 Teacher generated resources
 Videos
 Videodisk
 Timelines

purchase of
Alaska and
Hawaii)

- Social
Organization (e.g.,
social class
differences,
women's rights
and antislavery
movement,
education
reforms)
- Transportation
and Trade (e.g.,
Pony Express,
telegraph,
Transcontinental
Railroad)
- Women's
Movement (e.g.,
roles in the Civil
War, medical
college for
women, Seneca
Falls Conference)

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: World History

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>Standard H4</p> <p>1. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500 C.E.</p> <ul style="list-style-type: none"> ■ Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) ■ Cultural and Commercial Leaders (e.g., Mansa Musa, Yak 			

Pac, Cheng Ho,
Marco Polo)

- Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg)

2. Analyze historical documents, material artifacts and historic sites important to world history before 1500 C.E.

- Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec Glyph writing, Dead Sea Scrolls, Magna Carta)
- Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge)
- Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls,

Centre of Rome and
the Holy Sea)

3. Analyze how continuity and change throughout history has impacted belief systems, and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation and roles of women before 1500 C.E..
 - Africa
 - Americas
 - Asia
 - Europe

4. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 C.E. in Africa, Americans, Asia and Europe.
 - Domestic Instability
 - Ethnic and Racial Relations
 - Labor Relations
 - Immigration and Migration
 - Military Conflicts