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MSAD#54 Curriculum

Content Area: Social Studies

Name of Course/Grade Level: 8TH Grade

Date: February 2012

MLR Grade Span: 6-8

Era (US/World) Colonial America

Unit: The Spirit of Independence

Text: The American Journey

Common Assessment (attached):

Standard: B. Civics/Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Performance Indicator Label: B2-Rights, Duties, Responsibilities, and Citizen Participation in Government

Performance Indicator: Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.

Standard: C. Economics Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

Performance Indicator Label: C1-Economic Knowledge, Concepts, Themes, and Patterns

Performance Indicator: Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the *economic systems* of Maine, the United States, and various regions of the world.

Standard: E. History: Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Performance Indicator Label: E1-Historical Knowledge, Concepts, Themes, and Patterns

Performance Indicator: Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world.

Performance Descriptors	Essential (Bloom’s) Questions and Big Ideas	Activities/Resources	National Stds. for Literacy in History/Social Studies
<p>B2-b. Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p> <p>C1-c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p>E1-b. Identify and analyze major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the</p>	<p>1. Following the French and Indian War, explain why the English leadership needed to raise revenue and why they chose to accomplish this task using American citizens. Why did some citizens in America feel this was not appropriate and how did these Americans display their discontent? <i>The British had accumulated a large debt in the process of fighting the war. British leadership determined that colonists should bear significant responsibility for repaying the obligations. Colonists objected to this method of raising revenue on the basis of “no taxation without representation.” Initially, this difference of opinion resulted in nonviolent protest, but ultimately conflict arose between the two sides involving property and people.</i></p> <p>2. In what ways are both sides responsible for straining the relationship between the colonies and the mother country? Cite specific developments that posed serious obstacles to reconciliation. <i>See resource sheet for specific British acts, clashes between British and American groups, decisions of the Continental Congresses, and major figures from both sides.</i></p> <p>3. Draw comparisons between forms of protest employed by the colonists and those seen today. <i>Students should identify modern examples related to the following: committees of correspondence, non-importation agreements,</i></p>	<p>1. Draw comparisons to forms of protest used during the colonial period to those employed today.</p> <p>2. Connect passages from the Declaration of Independence to concepts discussed in this chapter.</p> <p>3. Constructed Response: Were the colonies just in declaring their independence?</p>	<p>Reading Standards: Grades 6-8 (Page 61)</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Standards: Grades 6-8: (Page 64 and 66)</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and

<p>history of Maine, the United States and various regions of the world</p> <p>E1-c. Trace and explain the history of <i>democratic ideals</i> and <i>constitutional principles</i> and their importance in the history of the United States and the world.</p> <p>E1-d. Analyze interpretations of <i>historical</i> events that are based on different perspectives and evidence.</p>	<p><i>boycotts, effigies, propaganda, property damage, acts of violence against government officials.</i></p> <p>4. Select elements from the Declaration of Independence that exemplify: 1. The innate rights of mankind 2. Their grievances with King George III 3. Colonial independence going forward</p>		<p>relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <ul style="list-style-type: none"> • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>10. Write routinely over extended time frames (time for</p>
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			reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience
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