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| **UNIT 1 – New Beginning in the New World****Quarter 1****Suggested Pacing: (20 Days)****August 13 – September 10, 2018** |
| **Engaging Question** **Why were the colonies established and how did colonization impact the New World?**  |
| **Benchmark/Learning Target** | **Guiding Questions** | **Suggested Resources** | **Vocabulary** |
| European Exploration and Settlement**SKILLS**[**SS.8.A.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/3247)**Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.**[**SS.8.A.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/3248)**Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.**[SS.8.A.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3250) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.[**SS.8.A.1.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/3251)**Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.**[**SS.8.A.1.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/3252)**Compare interpretations of key events** and issues throughout American History.[SS.8.A.1.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/3253) View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.[SS.8.A.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3254)Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.**Remarks/Examples:**This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shapedearly colonial America.[SS.8.A.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/3258)Discuss the impact of colonial settlement on Native American populations.**Remarks/Examples:**Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict betweentribes, and dependence on trade for Western goods, including guns.[SS.8.G.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3320)Locate and describe in geographic terms the major ecosystems of the United States.[SS.8.E.2.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3312) Explain the economic impact of government policies.[SS.8.E.2.3](http://www.cpalms.org/Public/PreviewStandard/Preview/3313) Assess the role of Africans and other minority groups in the economic development of the United States.[SS.8.G.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3315) Use maps to explain physical and cultural attributes of major regions throughout American history.[SS.8.G.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3316) Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.[SS.8.G.3.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3320) Locate and describe in geographic terms the major ecosystems of the United States.[SS.8.G.4.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3322) Interpret population growth and other demographic data for any given place in the United States throughout its history.[SS.8.G.4.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3325) Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.[SS.8.G.4.6](http://www.cpalms.org/Public/PreviewStandard/Preview/3327) Use political maps to describe changes in boundaries and governance throughout American history.[SS.8.G.5.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3329) Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.[SS.8.G.6.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3330) Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.[SS.8.G.6.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3331) Illustrate places and events in U.S. history through the use of narratives and graphic representations.[SS.8.G.5.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3328) Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.[SS.8.G.4.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3323) Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.**Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | 1. How did Europeans explore and establish settlements in America?2. How was the colony of Jamestown founded, and what challenges did the colonists experience?3. How did European settlement affect Native Americans4. What were the similarities and differences among the colonies in North America? | **Textbook Resource:*****Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapter 1 pgs. 4 - 35******Chapter 2 pgs. 42 - 59*** ***Chapter 3 pgs. 66 - 83******Chapter 4 pgs. 90 -111*****Video Recommendation:** <https://www.history.com/topics/jamestown/videos/mystery-at-roanoke>First half of America the Story of Us: Rebels (stopping after Pilgrims)<http://www.history.com/shows/america-the-story-of-us/videos>**ESE/ESOL Strategies:**Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | Colony Columbian ExchangeConquistadors ConvertDomesticatedImpactMissionariesRevoltSlaveryTechniques |
| The English Colonies in North America[SS.8.A.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3255) Compare the characteristics of the New England, Middle, and Southern colonies.**Remarks/Examples:**Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns,and social patterns.[SS.8.A.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3256) Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.**Remarks/Examples:**Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.[SS.8.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3317) Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. **Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | #1 What were the reasons for founding the thirteen colonies?#2 What were the similarities and differences among the New England, Middle, and Southern Colonies in North America?#3 What was life really like in the colonies? | **Suggested Activities**In a problem solving group work activity, students analyze the similarities and differences among the English colonies.Bubble Map Graphic Organizer on Economics, Slavery, Geography, Religion, Reason for Founding**ESE/ESOL Strategies:**Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | AuthorizedCash cropsCharterDemocraticEconomyIsolated Mayflower CompactMercantilismProprietorProsperousSlave trade |
| Life in the Colonies[SS.8.A.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/3257) Identify the impact of key colonial figures on the economic, political, and social development of the colonies.**Remarks/Examples:**Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards,William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.[SS.8.E.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3313)Assess the role of Africans and other minority groups in the economic development of the United States.[SS.8.G.5.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3329)Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.[SS.8.C.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3306) Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.[SS.8.C.2.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3309) Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.**Reading**LAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9**Writing**LAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | #1 How was life different in rural and urban areas?#2 What was life like for African Americans, indentured servants, and women in the colonies?#3 How did religion, education, and family shape life in colonial America? | **Suggested Activities****Suggested Inquiry Activity:** In a Social Studies Skill Builder, students analyze primary and secondary source materials to explore aspects of life in the American colonies.**ESE/ESOL Strategies:**Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | ContractEnglish Bill of RightsGreat AwakeningLeisureMagna CartaParliamentRebelledRestoredRights |
| **UNIT 2 Revolution in the Colonies** **Quarter 1****Suggested Pacing:****23 Days** **September 11 – October 12, 2018** |
| ***Engaging Question*** ***Why did the colonists seek independence and what was the result of them achieving independence?***  |

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| **Benchmark/Learning Target** | **Guiding Questions:** | **Suggested Resources** | **Vocabulary** |
| Toward Independence[SS.8.A.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3247) Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.[SS.8.A.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3248) Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.[SS.8.A.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3250) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.[SS.8.A.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3251) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.[SS.8.A.1.6](http://www.cpalms.org/Public/PreviewStandard/Preview/3252) Compare interpretations of key events and issues throughout American History.[SS.8.A.1.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/3253) View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.[SS.8.A.2.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/3259) Examine the causes, course, and consequences of British settlement in the American[SS.8.A.2.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/3260) Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America[SS.8.A.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3261) Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.ica. Colonies.[SS.8.A.3.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3262) Explain American colonial reaction to British policy from 1763 - 1774.[SS.8.C.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3304) Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonistsReadingLAFS.68.RH.1.1LAFS.68.RH.1.2LAFS.68.RH.1.3LAFS.68.RH.2.4LAFS.68.RH.2.5LAFS.68.RH.2.6LAFS.68.RH.3.7LAFS.68.RH.3.8LAFS.68.RH.3.9WritingLAFS.68.WHST.1.1LAFS.68.WHST.2.4LAFS.68.WHST.2.5LAFS.68.WHST.2.6LAFS.68.WHST.3.7LAFS.68.WHST.3.8LAFS.68.WHST.3.9LAFS.68.WHST.4.10 | #1What were the events that led to tension between the Colonists and Great Britain?#2Why did the British go to war with the French?#3 How did the colonists react to British taxes and How did tensions rise to the point of actual hostilities?#4What were the causes and effects of the Boston Tea Party?#5How did the consequences of the French and Indian War affect the British policies in the American colonies?#6What were some attempts at resolving conflict and how did they fail?#7How did the fighting at Lexington and Concord affect the colonists' relationship with Great Britain? | **Textbook Resource:*****Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapter 5 pgs. 118 - 139******Chapter 6 pgs. 150 - 175******Constitution Day September 17 and*** ***Freedom Week September 24 –28***[***Resources***](http://www.fldoe.org/academics/standards/subject-areas/constitution-day-celebrate-freedom-wee.stml)***Textbook Resources:******Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapters 6 pgs. 150 - 175*** ***The Declaration of Independence: pgs. 143 – 146*** ***Constitution: pg. 225 - 238*****Suggested Activities****Online resources**[Primary Documents 2](http://avalon.law.yale.edu/default.asp)  [Historical Documents](http://www.ushistory.org/documents/index.html)  [History Animated](http://www.historyanimated.com/newhistoryanimated/)  [History for Students](http://www.kidinfo.com/schoolsubjects.html#AmericanHistory)  [Maps and Geography](http://myweb.uiowa.edu/rhorwitz/maps.html)  [History Central](http://www.historycentral.com/USHistory.html)  [The Gilder Lehrman Institute of](http://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763) [American History](http://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763)  **Video clip suggestions:** Second half of America the Story of Us: Rebels (Begin with John Hancock protecting his ship)<http://www.history.com/shows/america-the-story-of-us/videos>**ESE/ESOL Strategies:**Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | AuthorityBoycottMilitiaRepealedRestrictedTyrannyRestrainViolation |
| **Benchmark/Learning Target** | **Guiding Questions** | **Suggested Resources:** | **Vocabulary** |
| **The Declaration of Independence**[SS.8.A.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3251) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.[SS.8.A.3.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3265) Describe the influence of individuals on social and political developments during the Revolutionary era.**Remarks/Examples:**Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.[SS.8.A.3.7:](http://www.cpalms.org/Public/PreviewStandard/Preview/3267) Examine the structure, content, and consequences of the Declaration of Independence.[SS.8.A.3.8](http://www.cpalms.org/Public/PreviewStandard/Preview/3268) Examine individuals and groups that affected political and social motivations during the American Revolution.**Remarks/Examples:**Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty,Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.[SS.8.C.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3304) Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists. | **#1**What was the final attempt at resolving conflict at the 2nd Continental Congress and how did it fail?**#2**What was the “Olive Branch Petition”?Were the colonists justified in declaring independence?**#3**What principles of government are expressed in the Declaration of Independence?**#4**How were the intentions of the Second Continental Congress different from the First? | **Video suggestions:**Declaration of Independence Parody video, “Too Late to Apologize”:[**https://www.youtube.com/watch?v=uZfRaWAtBVg**](https://www.youtube.com/watch?v=uZfRaWAtBVg)**Primary documents:**Common Sense:[**http://www.historycentral.com/documents/Common.html**](http://www.historycentral.com/documents/Common.html)Declaration of Independence: [**http://www.historycentral.com/documents/Decindependence.html**](http://www.historycentral.com/documents/Decindependence.html)**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught.**Possible topics for smaller focused writing:**Compare and contrast French and British patterns of settlement in North America.What role did religion play in the settlement of North America?How did the Columbian Exchange affect the Native American populations of North America? | debated imposeIndependencepetitionCommon SenseDeclaration of Independencenatural rights policiesfundamental |
| **[The American Revolution](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**[**[SS.8.A.1.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**](http://www.cpalms.org/Public/PreviewStandard/Preview/3247)**[Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**[**[SS.8.A.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**](http://www.cpalms.org/Public/PreviewStandard/Preview/3248)**[Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**[[SS.8.A.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)](http://www.cpalms.org/Public/PreviewStandard/Preview/3250)[Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)[**[SS.8.A.1.5](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)**](http://www.cpalms.org/Public/PreviewStandard/Preview/3251)[Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)[[SS.8.A.1.6](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)](http://www.cpalms.org/Public/PreviewStandard/Preview/3252)[Compare interpretations of key events and issues throughout American History.](http://www.cpalms.org/Public/PreviewStandard/Preview/3263)[SS.8.A.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3263) Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. **Remarks/Examples:**Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.[SS.8.A.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/3264) Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.**Remarks/Examples:**Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians. [SS.8.A.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/3265) Describe the influence of individuals on social and political developments during the Revolutionary era.**Remarks/Examples:**Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.[SS.8.A.3.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/3266) Examine the causes, course, and consequences of the American Revolution. **Remarks/Examples:**Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.[SS.8.A.3.8:](http://www.cpalms.org/Public/PreviewStandard/Preview/3268) Examine individuals and groups that affected political and social motivations during the American **Remarks/Examples:**Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty,Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.[SS.8.C.1.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3304) Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.[SS.8.G.5.1](http://www.cpalms.org/Public/PreviewStandard/Preview/3328) Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.[SS.8.G.4.2](http://www.cpalms.org/Public/PreviewStandard/Preview/3323) Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. | **#1**How were the British able to utilize their strengths against the colonists?**#2**Compare and contrasts the strengths and weaknesses of the British and American armies.**#3**Why did some colonies wish to remain a part of the British Empire?**#4** How did the battle strategies change as the war went on?**#5**What were the turning points for the Americans?**#6**How was the Continental Army able to win the war of independence from Great Britain? | **Textbook Resource:*****Discovering our Past: A History of the United States Early Years – McGraw-Hill******Chapter 6 pgs. 150 - 175*****DBQ Activity****The Two Sides of the Declaration of Independence**<http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/a-TwoSidesDeclarationOfIndependence-Leverette.pdf>**Valley Forge: Would you have quit?**[**https://drive.google.com/a/mypolkschools.net/file/d/0BynWzfsY8QfSeHJCbmhFbkJNTkU/view?usp=sharing**](https://drive.google.com/a/mypolkschools.net/file/d/0BynWzfsY8QfSeHJCbmhFbkJNTkU/view?usp=sharing)**How Revolutionary was the Revolutionary War?**<https://drive.google.com/a/mypolkschools.net/file/d/0BynWzfsY8QfSM0hJdFMyaERVd00/view?usp=sharing>**\***Must choose either of these DBQs to meet the requirements of 1 DBQ per Quarter**Video suggestions:**America the Story of Us: RevolutionPBS Series: Liberty! The American Revolution<http://www.pbs.org/ktca/liberty/index.html>**ESE/ESOL Strategies**:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy Circles**Advanced/Honors Classes:**For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught.**Possible topics for smaller focused writing:**Describe how the theory of Natural Rights developed and influenced Thomas Jefferson in writing the Declaration of Independence.How did Paul Revere’s engraving of the Boston Massacre differ from the actual events, and how was it used by the patriots? | American RevolutionContinental ArmystrategydemocracyRebellion ally CrucialGuerillasBattle of Yorktown |
| **Literacy Benchmarks/Learning Targets***The literacy standards are to be taught recursively throughout the unit to support student understanding of content and create authentic student engagement with the content.*  | **Reading for History Standards:**[LAFS.68.RH.1.1:](http://LAFS.68.RH.1.1:) Cite specific textual evidence to support analysis of primary and secondary sources.[LAFS.68.RH.1.2:](http://LAFS.68.RH.1.2:) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge opinions.[LAFS.68.RH.2.4:](http://LAFS.68.RH.2.4:) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[LAFS.68.RH.2.6:](http://LAFS.68.RH.2.6:) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | **Writing for History Standards:** [LAFS.68.WHST.1.1:](http://LAFS.68.WHST.1.1:) Write arguments focused on discipline-specific content.a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasonsand evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, usingcredible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.[LAFS.68.WHST.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/6225)Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate toachieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style and objective tone.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.[LAFS.68.WHST.2.4:](http://LAFS.68.WHST.2.4:) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[LAFS.68.WHST.2.5:](http://LAFS.68.WHST.2.5:) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed[LAFS.68WHST.2.6:](http://LAFS.68.WHST.2.6:) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | **Speaking and Listening:** [LAFS.8.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/6102)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.[**LAFS.8.SL.1.2:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6103)Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.[**LAFS.8.SL.1.3:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6104)Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.[**LAFS.8.SL.2.4:**](http://www.cpalms.org/Public/PreviewStandard/Preview/6105)Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |