
Social Studies 8

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

Social Studies 8

Prerequisite:

- Successful completion of Social Studies 7
World Cultures and Geography II (Eastern)

In order to understand our country's origin and evolution, students will study the development of the American Colonies and their fight for independence from England. We will analyze the writings of philosophers such as John Locke and Thomas Hobbes, the contributions of the first representative governments in America such as Jamestown's House of Burgesses, and the impact our struggle for independence from England had on the creation of the Constitution. We will continue with an analysis of the Constitution, our rights and responsibilities as U.S. citizens, and the origins of our political parties. The year will conclude with a unit on local history from 1879 through the 1900s.

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: Social Studies 8	Grade Level: 8	Date Completed: 1/17/2025
----------------------------------	-----------------------	----------------------------------

1st Quarter

Topic	Resources	Standards
<p>American Colonial Settlement Southern Colonies New England Colonies Middle Colonies</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 3 Sections 3, 4 & 5 Chapter 4 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. <u>https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</u></p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D CC.8.5.6-8.G</p> <p>6.1.6-8.D Explain the scarcity is the condition of not having all goods and services wanted because resources are limited.</p> <p>6.1.6-8.E Explain how resources can be used in different ways to produce different goods and services.</p> <p>6.1.6-8.I Describe how specialization may lead to increased production and consumption.</p> <p>6.1.6-8.L Explain how specialization and trade lead to interdependence.</p> <p>6.2.6-8.A Explain the flow of goods, services, and resources in an economy.</p>

Scranton School District
Curriculum Guide

<p>French & Indian War Causes and Effects</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 5 Sections 1 & 2 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p>
<p>Causes of the American Revolution Acts of Parliament</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 5 Section 2 & 3 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p> <p>6.3.6-8.E Define the three different types of tax structures (progressive, proportional, and regressive) and different tax bases, such as income, wealth, property, etc.</p> <p>6.4.6-8.A Identify and explain various forms of payments used in markets.</p>

**Scranton School District
Curriculum Guide**

		<p>6.2.6-8.C -Identify historical examples of monopolies in the United States.</p>
<p>Protest to Revolution Colonial Reaction</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 5 Section3 Chapter 6 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. <u>https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</u></p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D CC.8.5.6-8.H</p>

Scranton School District
Curriculum Guide

September 17: Teach Constitution Day

Resources:
Textbook, Constitution, Worksheets,
newspaper, and handouts.

Scranton School District
Curriculum Guide

2nd Quarter

Topic	Resources	Standards
<p>Second Continental Congress Natural Rights Theory of Government Declaration of Independence</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 6 Section 2 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D 5.1.8.D</p> <p>6.1.6-8.K Explain why governments sometimes subsidize or restrict trade (i.e., tariffs or quotas).</p>

**Scranton School District
Curriculum Guide**

<p>American Revolution Significant battles of the revolution Winning the war of Independence</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 6 Sections 1, 3, 4, & 5 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. <u>https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</u></p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p> <p>6.1.6-8.D Explain the scarcity is the condition of not having all goods and services wanted because resources are limited.</p> <p>6.2.6-8.D Explain how supply and demand affect the prices of goods and services.</p> <p>6.4.6-8.B Explain why you have to exchange currencies to purchase goods when you visit another country.</p> <p>6.1.6-8.J Explain how trade may improve a society's standard of living.</p>
---	--	--

Scranton School District
Curriculum Guide

<p>Articles of Confederation Weaknesses of the Articles</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 7 Section 1 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p> <p>6.4.6-8.B Explain why you have to exchange currencies to purchase goods when you visit another country.</p>
<p>Constitutional Convention Compromises Ratification</p>	<p>Approved Textbook: <i>American Nation</i> Chapter 7 Sections 2, 3 & 4 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D CC.8.6.6-8.A</p> <p>6.3.6-8.A Define macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.</p> <p>6.3.6-8.B Describe historical examples of expansion, recession, and depression in the United States.</p>

**Scranton School District
Curriculum Guide**

Scranton School District
Curriculum Guide

3rd Quarter

Topic	Resources	Standards
<p>Foundations of Democracy General Philosophies of Government</p>	<p>Approved Textbook: <i>Civics Responsibility and Citizenship</i> Chapter 2 Section 3 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D 5.1.C.B</p>

**Scranton School District
Curriculum Guide**

<p>Types of Government Comparative Governments</p>	<p>Approved Textbook: <i>Civics Responsibility and Citizenship</i> Chapter 22 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. <u>https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</u></p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D 5.1.8.B</p> <p>6.1.6-8.A Describe and identify the characteristics of traditional, command, and market systems.</p> <p>6.1.6-8.B Explain how traditional, command, and market economies answer the basic economic questions: What goods and services should be produced? How will goods and services be produced? Who will consume goods and services?</p>

Scranton School District
Curriculum Guide

<p>U.S. Constitution Principles of the Constitution Articles Bill of Rights Additional Amendments</p>	<p>Approved Textbook: <i>Civics Responsibility and Citizenship</i> Chapter 3 Sections 1 – 4 Chapter 4 Section 1, 2 & 3 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D CC.8.5.6-8.G 5.1.8.D 5.1.C.E</p> <p>6.3.6-8.F Compare the taxation policies of local, state, and national government levels in the economy.</p> <p>6.3.6-8.C Define fiscal policies available to the federal government.</p> <p>6.3.6-8.G Analyze the economic roles of governments in market economies in promoting growth and stability and providing legal frameworks (laws and regulations).</p> <p>6.3.6-8.I Explain why the government provides public goods and services (e.g., education, infrastructure, national defense, safety, and health).</p>
---	--	--

Scranton School District
Curriculum Guide

4th Quarter

Topic	Resources	Standards
<p>Civic Responsibility</p>	<p>Approved Textbook: <i>Civics Responsibility and Citizenship</i> Chapter 5 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p> <p>iCivics.org</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.C CC.8.5.6-8.D 5.2.8.A 5.2.8.D 5.2.C.D</p> <p>6.3.6-8.I Explain why the government provides public goods and services (e.g., education, infrastructure, national defense, safety, and health).</p>

Scranton School District
Curriculum Guide

<p>Political Parties Party Systems Role of Political Parties</p>	<p>Approved Textbook: <i>Civics Responsibility and Citizenship</i> Chapter 6 Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p> <p>iCivics.org</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p>
<p>Pennsylvania Government</p>	<p>Instructional Content Educational Resources Assessment Videos Web-Based Content</p> <p>Gilder Lehrman: Institute of American History. https://www.gilderlehrman.org/programs-exhibitions/teaching-with-documents-using-primary-sources-classroom</p> <p>iCivics.org</p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D 5.1.8.C 5.1.C.E</p> <p>6.1.6-8.M Explain how opportunity costs influence where goods and services are produced locally and regionally.</p> <p>6.2.6-8.E Explain how the location of resources, transportation, and technology have affected United States economic patterns.</p>

**Scranton School District
Curriculum Guide**

Final Exam and Review		
------------------------------	--	--

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
----------------------	-----------------------------	---	-----------------------------------	--------------------	-----------------------

Scranton School District
Curriculum Guide

<p>American Colonial Settlement</p> <p>Southern Colonies</p> <ul style="list-style-type: none"> ● <i>Identification</i> ● <i>Settlement of Jamestown</i> ● <i>House of Burgesses</i> ● <i>Economy of the South</i> ● <i>Slavery</i> ● <i>Middle Passage</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.G</p> <p>8.4.8.A</p> <p>6.1.6.8.D</p> <p>6.1.6.8.E</p> <p>6.1.6.8.I</p> <p>6.1.6.8.L</p> <p>6.2.6.8.A</p>	<p>Define Key Terms</p> <p>Locate colonies of the Southern Region on a map.</p> <p>Identify Reasons for settlement.</p> <p>Analyze the failures and successes of Jamestown.</p> <p>Identify the purpose and structure of the House of Burgesses.</p> <p>Describe the economic and social impact of Southern agriculture.</p>	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i><u>Suggested Exemplars:</u></i> <i>Slavery: Excerpt from South Carolina Act of 1740</i></p> <p><i>Excerpt: Captain Thomas Phillips' journal of the voyage of the HANNIBAL 1693</i> <i>Dorothy Schneider & Carl J. Schneider, eds.</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>7 Days</p>
---	---	--	---	---	----------------------

Scranton School District
Curriculum Guide

September 17: Teach Constitution Day	Resources : Textbook, Constitution, Worksheets, newspaper, handout				
--------------------------------------	---	--	--	--	--

Scranton School District
Curriculum Guide

			<p><i>The Middle Passage: Equiano's Experience</i></p> <p><i>Poem: On Being Brought from Africa to America By Phillis Wheatley</i></p> <p><i>Frederick Douglas: Narrative of a Slave Excerpts 1,2,3, 9 & 14</i></p>		
--	--	--	---	--	--

Scranton School District
Curriculum Guide

<p>New England Colonies</p> <ul style="list-style-type: none"> ● <i>Identification</i> ● <i>Settlement at Plymouth</i> ● <i>Mayflower Compact</i> ● <i>Direct Democracy</i> ● <i>Massachusetts Bay Colony</i> ● <i>Religious Tolerance</i> ● <i>Economics</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.G</p> <p>6.1.6.8.D</p> <p>6.1.6.8.E</p> <p>6.1.6.8.I</p> <p>6.1.6.8.L</p> <p>6.2.6.8.A</p>	<p>Define Key Terms</p> <p>Locate colonies of the New England Region on a map.</p> <p>Identify reasons for settlement.</p> <p>Trace the development of the idea of the social contract from Thomas Hobbes to John Locke and their impact on the creation Mayflower Compact.</p> <p>Compare and contrast direct democracy to indirect democracy.</p> <p>Explain the concept of religious freedom and the impact on the formation of the colonies.</p> <p>Identify the economic diversity of the region.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><u><i>Suggested Exemplars</i></u></p> <p><i>Beyond The Pilgrim Story: Mayflower Compact</i></p> <p><i>Analyzing Historical Documents: The Mayflower Compact</i></p> <p><i>Coming to America on the Mayflower: The Gilder Lehrman Institute of American History</i></p> <p><i>Journal of William Bradford: Winter of 1621</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>7 Days</p>
---	--	---	--	---	---------------

Scranton School District
Curriculum Guide

--	--	--	--	--	--

Scranton School District
Curriculum Guide

<p>Middle Colonies</p> <ul style="list-style-type: none"> ● <i>Identification</i> ● <i>Propriety v. Royal colony</i> ● <i>Founding of Pennsylvania</i> ● <i>Peter Zenger Free Press</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.G</p> <p>6.1.6.8.D</p> <p>6.1.6.8.E</p> <p>6.1.6.8.I</p> <p>6.1.6.8.L</p> <p>6.2.6.8.A</p>	<p>Define Key Terms</p> <p>Locate colonies of the Middle Region on a map.</p> <p>Identify Reasons for settlement.</p> <p>Compare and contrast propriety verses royal colonies.</p> <p>Describe William Penn’s contributions on the founding of Pennsylvania.</p> <p>Explain the impact of the Zenger Trial as it relates to the concept of free press.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i>Suggested Exemplars:</i> <i>Excerpt, Letter From William Penn to the Committee of the Free Society of Traders, 1683</i></p> <p><i>John Peter Zenger and Freedom of the Press. Constitutional Rights Foundation. \</i></p> <p><i>The First Protest Against Slavery in the New World Germantown, 1688</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional</p>	<p>6 Days</p>
--	--	--	--	--	----------------------

Scranton School District
Curriculum Guide

<p>French and Indian War</p> <ul style="list-style-type: none"> ● <i>Reasons for conflict</i> ● <i>Albany Plan of Union</i> ● <i>Battle for Quebec</i> ● <i>Treaty of Paris 1763</i> 	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D</p>	<p>Define Key Terms</p> <p>Explain how the rivalry of Britain and France lead to war in North America.</p> <p>Evaluate the key concept behind the Albany Plan of Union.</p> <p>Identify key battles that influenced the outcome of the French and Indian War in North America.</p> <p>Examine the key components of the Treaty of Paris and their effect on the relationship between England and the American Colonies.</p>	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><u><i>Suggested Exemplars:</i></u> Letters From a Pennsylvania Farmer</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>4 Days</p>
---	---	--	--	---	---------------

Scranton School District
Curriculum Guide

<p>Causes of the American Revolution</p> <ul style="list-style-type: none"> ● <i>Proclamation Line of 1763</i> ● <i>Stamp Act</i> ● <i>Sugar Act</i> ● <i>Townshend Acts</i> ● <i>Currency Act</i> ● <i>Quartering Acts</i> ● <i>Other acts of Parliament</i> 	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D 6.3.6.8.E 6.4.6.8.A</p>	<p>Define Key Terms</p> <p>Analyze the impact of taxes and policies brought forth by the king of England and how they effected everyday life of the colonists, how the colonists believed their rights were being violated; resulting in increased tensions with England.</p>	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i>Suggested Exemplars:</i> <i>Excerpt: A report on reaction to the Stamp Act, 1765</i> <i>A primary source by Archibald Hinshelwood</i></p> <p><i>Sugar Act Costs</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 Days</p>
---	---	---	---	---	-----------------------

Scranton School District
Curriculum Guide

<p>Colonial Protests</p> <ul style="list-style-type: none"> ● <i>Boycotts and Petition</i> ● <i>Writs of Assistance</i> ● <i>Patrick Henry</i> ● <i>Boston Massacre</i> ● <i>Propaganda</i> ● <i>Boston Tea Party</i> ● <i>Intolerable Act</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>6.3.6.8.E</p> <p>6.4.6.8.A</p>	<p>Define Key Terms</p> <p>Compare and contrast the ways colonists reacted to acts of British Parliament.</p> <p>Analyze James Otis’ arguments against general writs of assistance.</p> <p>Interpret the key points of Patrick Henry’s speech and its impact on the revolutionary movement.</p> <p>Analyze the impact of the Boston Massacre and how it strengthened the desire for colonial independence.</p> <p>Define propaganda and identify examples such as Paul Revere’s depiction of the “Bloody Massacre.”</p> <p>Describe the events of the Boston Tea Party and how it became a turning point in the relationship between England and the American Colonies.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><u>Suggested Exemplars:</u></p> <p><i>Sybil Ludington: Female Rider</i></p> <p><i>Henry Wadsworth Longfellow’s “Paul Revere’s Ride”</i></p> <p><i>Boston Massacre Testimony Excerpts (7 Different Accounts)</i></p> <p><i>Boston Massacre: Boston Gazette Journal</i></p> <p><i>Boston Massacre: London Chronicle Article</i></p> <p><i>James Otis: Opposition to Writs of Assistance</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>11 Days</p>
<p>Page 24</p>					

Scranton School District
Curriculum Guide

<p>Second Continental Congress</p> <ul style="list-style-type: none"> ● <i>Salutary Neglect</i> ● <i>Olive Branch Petition</i> ● <i>Continental Army</i> ● <i>Patriots v. Loyalists</i> ● <i>Common Sense</i> ● <i>Declaration of Independence</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>5.1.8.D</p> <p>6.1.6.8.K</p>	<p>Define Key Terms</p> <p>Explain how the practice of salutary neglect fostered individualism and contributed to the American Revolution.</p> <p>Identify the Olive Branch Petition and why it failed.</p> <p>Explain how and why the Second Continental Congress formed the Continental Army as an offensive unit rather than defensive one.</p> <p>Compare and contrast those who wanted to separate from Great Britain, to those who believed the colonies were better off as part of Britain.</p> <p>Analyze how Thomas Paine’s pamphlet, <i>Common Sense</i>, rationalized independence for the common man.</p> <p>Review, Analyze and Summarize the basic principles and ideals within the Declaration of Independence.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p>Suggested Exemplars: Declaration of Independence</p> <p>The Declaration of Independence in Modern English</p> <p>Excerpts from Thomas Paine’s <i>Common Sense</i></p> <p>Olive Branch Petition</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional</p>	<p>11 Days</p>
---	---	---	--	--	----------------

Scranton School District
Curriculum Guide

<p>American Revolution</p> <ul style="list-style-type: none"> ● <i>Key Battles</i> ● <i>European Allies</i> ● <i>Winning the war of Independence</i> ● <i>Treaty of Paris 1783</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>8.1.8.B</p> <p>6.1.6.8.D</p> <p>6.2.6.8.D</p> <p>6.4.6.8.B</p> <p>6.1.6.8.J</p>	<p>Define Key Terms</p> <p>Summarize the causes and effects of key Battles of the American Revolution.</p> <p>Explain why and how Europeans allies helped the colonies.</p> <p>Analyze fighting methods and their effects.</p> <p>Evaluate the strengths of the American army in comparison with that of the British.</p> <p>Summarize events that led to the war's end.</p> <p>Summarize The Treaty of Paris (1783).</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i>Suggested Exemplars:</i> <i>Poem: William Blake, America, a Prophecy</i></p> <p><i>“Letter on Thomas Jefferson” by John Adams (1776)</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 Days</p>
---	--	--	---	---	-----------------------

**Scranton School District
Curriculum Guide**

<p>Articles of Confederation</p> <ul style="list-style-type: none"> ● <i>Northwest Ordinance</i> ● <i>Weaknesses</i> ● <i>Daniel Shay Rebellion</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>6.4.6.8.B</p>	<p>Define Key Terms</p> <p>Identify challenges that the new United States faced after the war.</p> <p>Analyze the strengths and weaknesses of the Articles of Confederation.</p> <p>Evaluate the importance of the Northwest Ordinance.</p> <p>Identify the causes and effects of Shays's Rebellion.</p> <p>Identify key events leading to the Constitutional Convention.</p> <p>SECTION 2 Creating the Constitution</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p>Suggested Exemplars: Phillis Wheatley, His Excellency General Washington.</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional</p>	<p>7 Days</p>
---	--	---	--	--	----------------------

Scranton School District
Curriculum Guide

<p>Constitutional Convention</p> <ul style="list-style-type: none"> ● <i>James Madison</i> ● <i>Virginia v. New Jersey plan</i> ● <i>Great Compromise</i> ● <i>Three Fifths Compromise</i> ● <i>Federalist v. Anti-Federalist</i> ● <i>Bill of Rights</i> ● <i>Ratification Process</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>6.3.6.8.A</p> <p>6.3.6.8.B</p>	<p>Define Key Terms</p> <p>Analyze James Madison's contribution to the overall creation of the Constitution.</p> <p>Analyze the major issues and compromises of the Constitutional Convention.</p> <p>Explain the compromises made regarding slavery and trade in the Constitution.</p> <p>Identify positions of the Federalists and Anti-federalists.</p> <p>Summarize and analyze efforts to pass and ratify the Bill of Rights.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i>Suggested Exemplars:</i> <i>Federalist Papers #1:</i> <i>Alexander Hamilton</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>15 Days</p>
---	---	---	--	---	----------------

Scranton School District
Curriculum Guide

<p>Foundations of Democracy</p> <ul style="list-style-type: none"> ● <i>Thomas Hobbes</i> ● <i>John Locke</i> ● <i>Montesquieu</i> ● <i>Philosophies of Government</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p>	<p>Define Key Terms</p> <p>Identify the basic ideas on government from Thomas Hobbes and John Locke.</p> <p>Define the terms: state of nature, natural rights, sovereign.</p> <p>Trace the development of the idea of the social contract from Thomas Hobbes, Montesquieu to John Locke.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><u>Suggested Exemplars:</u></p> <p><i>Excerpts from John Locke's Second Treatise of Government</i></p> <p><i>Primary Sources: Thomas Hobbes' Leviathan</i></p> <p><i>Excerpts from Montesquieu: Spirit of the Laws (Bill of Rights)</i></p> <p><i>Excerpts: George Orwell's Animal Farm</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>6 Days</p>
---	---	--	--	---	----------------------

Scranton School District
Curriculum Guide

<p>Types of Government</p> <ul style="list-style-type: none"> ● <i>Direct Democracy</i> ● <i>Representative Democracy</i> ● <i>Comparative Governments</i> 	<p>CC.8.5.6-8.A</p> <p>CC.8.5.6-8.B</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.H</p> <p>6.1.6.8.A</p> <p>6.1.6.8.B</p>	<p>Define Key Terms</p> <p>Compare and contrast direct democracy and representative democracy.</p> <p>Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy).</p> <p>Compare and contrast the major features of different forms of government.</p>	<p>Textbooks</p> <p>Worksheets</p> <p>Cooperative learning</p> <p>Direct Instruction</p> <p>Multimedia</p> <p>Presentations</p> <p>Primary Sources</p> <p>Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p>A plan for a new government, 1775</p> <p>A primary source by John Adams.</p> <p>George Orwell's Animal Farm</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional</p>	<p>6 Days</p>
--	---	---	---	--	---------------

Scranton School District
Curriculum Guide

<p>U.S. Constitution</p> <ul style="list-style-type: none"> ● <i>Analyze primary functions of the articles</i> ● <i>Bill of Rights</i> ● <i>Federalism</i> ● <i>Additional Amendments</i> 	CC.8.5.6-8.A	Define Key Terms	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p><i>Suggested Exemplars:</i></p> <p><i>United States Preamble and First Amendment to the United States Constitution. (1787,1791).</i></p> <p><i>Exemplar 2: Monk, Linda R. Words We Live By: Your Annotated Guide to the Constitution.</i></p> <p><i>Excerpts from Washington's Farewell Address of 1796.</i></p> <p><i>Examining America's Unwritten Constitution, Akhil Reed Amar</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional</p>	9 Days
	CC.8.5.6-8.B	Interpret the intentions of the Preamble of the Constitution.			11 Days
	CC.8.5.6-8.D	<p>Explain the structure, function, and powers of the U.S. government as established in the articles of the U.S. Constitution.</p>			6 Days
	CC.8.5.6-8.H				6 Days
	6.3.6.8.F	<p>Identify the roles of the three branches of government.</p>			2 Days
	6.3.6.8.C				5 Days
6.3.6.8.G	<p>Analyze rights guaranteed by the Bill of Rights.</p>				
6.3.6.8.I					
		Describe the constitutional amendment process.			
		Analyze key amendments of the U.S. Constitution.			
Page 31					

Scranton School District
Curriculum Guide

<p>Civic Responsibility <i>Five levels of citizenship:</i> <i>home</i> <i>school</i> <i>city</i> <i>state</i> <i>nation</i> <i>Rights and Responsibilities</i> <i>Law and the Individual</i></p>	<p>CC.8.5.6-8.A CC.8.5.6-8.B CC.8.5.6-8.D CC.8.5.6-8.H 6.3.6.8.I</p>	<p>Define Key Terms</p> <p>Describe key rights and responsibilities of citizens.</p> <p>Identify the source of rights and responsibilities at each level of citizenship.</p> <p>Recognize conflict between rights and responsibilities throughout history.</p> <p>Suggest examples of the rights and responsibilities of citizenship in their own lives.</p> <p>Describe the difference between criminal law and civil law.</p>	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Gilder Lehrman: Institute of American History.</p> <p>Suggested Exemplars: Francis Scott Key: Star Spangled Banner</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 Days</p>
---	--	--	---	---	----------------

**Scranton School District
Curriculum Guide**

Political Parties <i>Political Party Systems</i> <i>Electoral Process</i>	CC.8.5.6-8.A	Define Key Terms.	Textbooks	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	5 Days
	CC.8.5.6-8.B	Explain how political parties developed.	Worksheets		5 Days
	CC.8.5.6-8.D	Distinguish between a political party and an interest group.	Cooperative learning		
	CC.8.5.6-8.H	Identify the primary functions of a political party.	Direct Instruction		
		Describe the current beliefs of the Democratic and Republican parties.	Multimedia		
		Describe the electoral process in primary and general elections.	Presentations		1 Day
		Compare the popular vote with the Electoral College as a means to elect government officials.	Primary Sources		2 Days
			Computers		
			Icivics.org		
			Gilder Lehrman: Institute of American History.		
			Suggested Exemplars: Washington on a proposed third term and political parties.		
			Thomas Jefferson's opposition to the Federalists, 1810.		

Scranton School District
Curriculum Guide

<p>Pennsylvania History</p> <p>Government and Local History History of Scranton, PA 1879-1940 Current Issues</p>	<p>6.1.6.8.M</p> <p>6.2.6.8.E</p>	<p>Define Key Terms Pennsylvania Government</p> <p>Effect of Boom/Success Electric City Industry Effects Labor Strikes 1918 Influenza Decline Current Immigration</p>	<p>Textbooks Worksheets Cooperative learning Direct Instruction Multimedia Presentations Primary Sources Computers</p> <p>Icivics.org</p> <p>Explore PA History. http://explorepahistory.com</p> <p>http://www.lackawanna.digitalarchives.org Suggested Exemplars:</p> <p><i>The Passing of the Breaker Boy</i></p> <p><i>Scranton: Where Great Roads Meet;</i> <i>National Park Service</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>2 Days</p> <p>10 Days</p>
<p>Final Review and Exam</p>					<p>10 Days</p>

**Scranton School District
Curriculum Guide**

Standards:

CC.8.5.6-8.A

Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B

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.

CC.8.5.6-8.C

Identify key steps in a text's description of a process related to history/social studies

CC.8.5.6-8.D

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Analyze how political symbols are used by the media and leaders to influence public opinion.

CC.8.5.6-8.D

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Analyze how political symbols are used by the media and leaders to influence public opinion.

CC.8.5.6-8.G

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H

Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.6.6-8.A

Write arguments focused on discipline-specific content.

5.2.8.A

Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.1.8.B

Outline how different systems of government function.

**Scranton School District
Curriculum Guide**

5.1.C.B

Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.8.C

Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

5.1.8.D

Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents.

5.1.C.E

Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.2.8.A

Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.2.8.D

Describe the citizen's role in the political process.

6.1.6-8.D Explain the scarcity is the condition of not having all goods and services wanted because resources are limited.

6.1.6-8.E Explain how resources can be used in different ways to produce different goods and services.

6.1.6-8.I Describe how specialization may lead to increased production and consumption.

6.1.6-8.L Explain how specialization and trade lead to interdependence.

6.3.6-8.E Define the three different types of tax structures (progressive, proportional, and regressive) and different tax bases, such as income, wealth, property, etc.

6.4.6-8.A Identify and explain various forms of payments used in markets.

6.2.6-8.C -Identify historical examples of monopolies in the United States.

6.1.6-8.K Explain why governments sometimes subsidize or restrict trade (i.e., tariffs or quotas).

**Scranton School District
Curriculum Guide**

6.2.6-8.D Explain how supply and demand affect the prices of goods and services.

6.4.6-8.B Explain why you have to exchange currencies to purchase goods when you visit another country.

6.1.6-8.J Explain how trade may improve a society's standard of living.

6.3.6-8.A Define macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.

6.3.6-8.B Describe historical examples of expansion, recession, and depression in the United States.

6.1.6-8.A Describe and identify the characteristics of traditional, command, and market systems.

6.1.6-8.B Explain how traditional, command, and market economies answer the basic economic questions:
What goods and services should be produced? How will goods and services be produced? Who will consume goods and services?

6.3.6-8.F Compare the taxation policies of local, state, and national government levels in the economy.

6.3.6-8.C Define fiscal policies available to the federal government.

6.3.6-8.G Analyze the economic roles of governments in market economies in promoting growth and stability and providing legal frameworks (laws and regulations).

6.1.6-8.M Explain how opportunity costs influence where goods and services are produced locally and regionally.

6.2.6-8.E Explain how the location of resources, transportation, and technology have affected United States economic patterns.