



Year at a Glance



Planning and Scheduling Timelines

2009 • 2010

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440 NORTH BROAD STREET
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September 2009


Dear Colleagues,

As we embark on the new academic year, we invite you to review the 2009-2010 *Planning and Scheduling Timelines (PST)*. This year's PST reflects only essential revisions, based on feedback from classroom teachers with extensive expertise in teaching the core curriculum. The PST is designed to guide your instruction and to ensure that the curriculum is aligned to the Pennsylvania content standards. The PST references many School District of Philadelphia resources, such as the *Core Curriculum* documents and *Access to the Core Curriculum Strategies Guide*, as well as textbooks; web-based resources are referenced to engage all learners in relevant content and to develop 21st century skills. PSTs are available in both published and electronic formats; live links to web-based resources are available in SchoolNet.

The *Year-at-a-Glance (YAG)* looks noticeably different in some content areas and at some grade levels. For example, in the literacy *YAG*, teaching goals and objectives replace story titles; we believe this change better communicates the instructional intent. We encourage teachers to look at the big picture. We urge teachers to make learning more comprehensible by building on what students already know, and by providing multiple opportunities for students to practice and apply new learning.

We wish you and your students a successful school year and we hope that this document, as well as those documents referenced in this guide, will help you plan and implement the best possible learning experiences for your students.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Chen". The signature is fluid and cursive, with a long horizontal stroke at the end.

Linda Chen, Deputy
Office of Teaching and Learning

GRADE

8

2009-2010 Year at a Glance

FIRST CYCLE

September 8 - October 23

How did the convergence of West Africans, Europeans and Native Americans in the Americas reshape peoples' identities and cultures? (Beginnings to 1607) (1607-1753)

- Introduction to World Cultures and Geography
- Welcome to the World
- The Geographer's World
- River Valley Civilizations
- Civilizations along the Mediterranean
- Mock Trial Exercise

SECOND CYCLE

REFER TO THE COORDINATING DOCUMENT

October 26 - December 11

How did the revolutionary ideas of liberty, independence and justice contradict the new emerging American identity and democracy? (1754-1824)

- Migration of Early American Civilizations and Cultures
- Wealth and the Global Trade of West African Kingdoms
- Exploration, Settlement, Enslavement
- Cultural Conflict and Resistance to Colonization and Enslavement
- Reshaping New Identities and Cultures
- Juvenile Justice: Lesson 1
- Juvenile Justice: Lesson 2

THIRD CYCLE

December 14 - February 12

Why did the United States believe it had the right to expand west? What members of society agreed/disagreed with this idea? (1824-1860)

- Roots of American Democracy and Representative Government
- Road to Revolution: The Roles of White Males, Free African American Men, Native People and Women
- Confederation and Constitutional Eras
- National Identity and the National Economy
- The Rise of Political Parties and the Legacy of Jeffersonian Politics
- Juvenile Justice: Lessons 3 and 4

FOURTH CYCLE

February 16 - March 19

In what way did the causes, events and outcomes of the U.S. Civil War reshape the national government and American democracy? (1860-1898)

- Early Industry and Early Female Labor
- Jacksonian Democracy, the Indian Removal Policy, and Native Resistance
- "Manifest Destiny" and the Shaping of the West
- American Capitalism: Business and the Organization of Labor
- Race and Class: Discrimination and Segregation

FIFTH CYCLE

REFER TO THE COORDINATING DOCUMENT

April 5 - May 7

How did the political and social changes at the turn of the century impact American society and change the role of the United States in world affairs? (1898-1917)

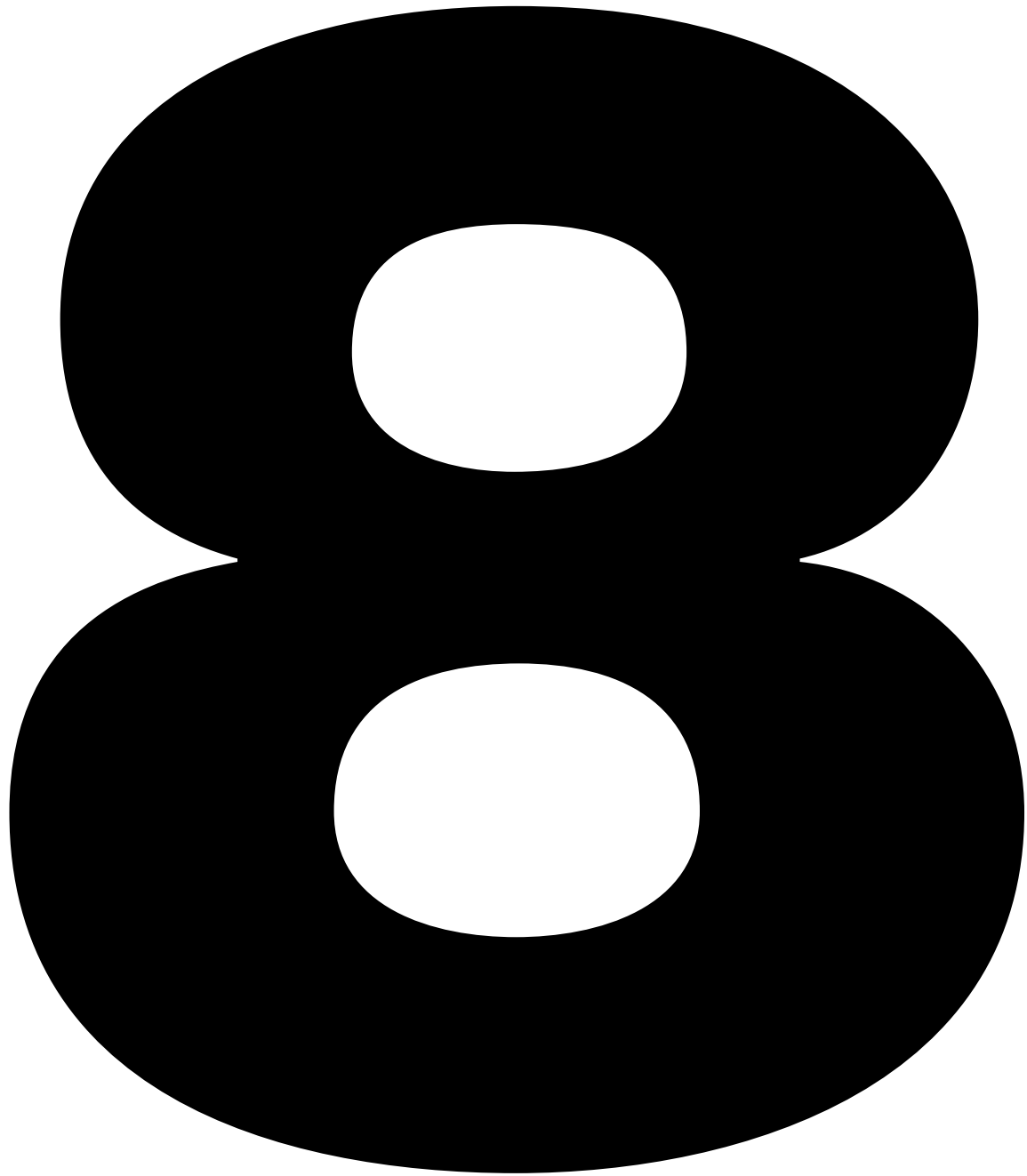
- In American Society: Mass Culture, Education, Journalism
- The Progressive Era
- New Roles for Women
- Juvenile Justice: Lessons 6 and 7
- Imperialism vs. Anti-imperialism
- United States entry into WWI

SIXTH CYCLE

May 10 - June 17

What political issues and social movements led to significant changes in contemporary America and its relationship to the world? (1917-Present)

- Great Depression, Great Migration and The New Deal
- World War II and the Holocaust
- The Cold War and the American Dream
- Juvenile Justice: Lesson 9
- Civil Rights Era
- Vietnam War Years
- Entry into a New Millennium: Globalization and the Concern for Human Rights



Planning and Scheduling Timeline

FIRST CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Focus Question: How did the convergence of West Africans, Europeans, and Native Americans in the Americas reshape peoples, identities, and cultures? (Beginnings to 1763)

During this cycle the goal of my teaching is for students to demonstrate new skills creatively as they expand their way of thinking to compare & contrast how events on four continents-Europe, Africa, North & South America-led to the exploration of the Americas, the meeting of peoples, the conflicts & cooperation of diverse cultures.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p>Global Connections</p> <ul style="list-style-type: none"> Strategies for studying history Geography Handbook Crossing to the Americas Societies of North America Societies of West Africa Societies of Europe Early European Explorers <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology/Application Creativity/Innovation Understanding Diversity 	<ul style="list-style-type: none"> Formulate historical questions Identify the themes of geography and how they relate to history Explain the origins and migration patterns of Native Americans Locate the political kingdoms, trade routes and learning centers of the West African kingdoms Explain the role of religion in changing the cultural and political history of Africans and Europeans Identify the importance of Asian trade during the 15th Century 	<p>8.3BI (Global) p. 20</p> <p>8.3CI (Global) p. 22</p> <p>8.3 AI (Global) p.18</p> <p>8.3 CI (Global) p. 22</p> <p>8.3 DI (Global) p. 24</p>	<p><i>McDougal Littell</i></p> <p>pp. S2-S33</p> <p>pp. 2-21</p> <p>pp. 22-37</p> <p>pp. 38-43</p> <p>pp. 44-55</p> <p>Project Learning:</p> <p>pp. 56-57</p>
<p>Financial Literacy Module:</p> <p>Introduction: "Money Matters in the Middle School"</p> <p>Lesson 1 A & B –"My Personal Resources"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology/Application Creativity/ Innovation Ethics/Social Responsibility Understanding Diversity 	<p>In this lesson... students examine the utilization and allocation of resources of the Choctow tribe and compare their economic system to our free market economy.</p>	<p>Introduction:</p> <p>Teacher Pages: pp.1-3</p> <p>Lesson 1:</p> <p>Teacher Pages: pp.4-5</p> <p>Student Pages: pp. 6-7</p>	<p>Financial Literacy Module:</p> <p>Introduction: "Money Matters in the Middle School"</p> <p>Lesson 1 A & B</p> <p>"My Personal Resources"</p>
<p>Global Connections</p> <ul style="list-style-type: none"> Spain Claims and Empire European Competition in North America The Spanish & Native Americans Beginnings of Slavery in the Americas New England Colonies Founding the Middle and Southern Colonies <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Information Technology/Application Lifelong Learning/Self Direction Ethics/Social Responsibility 	<ul style="list-style-type: none"> Identify and research early explorations to the Americas Analyze how competition for the colonies generated wealth for Europe Identify and explain the changes in Native American empires Explain the development of the enslavement of Africans Identify the various ways in which Native Americans resisted European settlement Explain why the Pilgrims and Puritans established colonies in New England 	<p>8.3 AI (Global) p. 18</p> <p>8.3 CI (Global) p. 22</p>	<p><i>McDougal Littell</i></p> <p>pp. 58-70</p> <p>pp. 71-81</p> <p>pp. 82-91</p> <p>pp. 92-97</p> <p>pp. 98-105</p> <p>Project Learning:</p> <p>pp. 90-91</p>
<p>Global Connections</p> <ul style="list-style-type: none"> New England: Commerce & Religion The Middle Colonies: Farms & Cities The Southern Colonies: Plantations & Slavery The Backcountry <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology/Application Lifelong Learning/Self Direction Ethics/Social Responsibility Understanding Diversity 	<ul style="list-style-type: none"> Identify the factors that impact identities and change cultures over time in the Thirteen Colonies Identify and understand the ways Africans and Native Americans resisted enslavement Identify backcountry settlers and describe backcountry life 	<p>8.3 AI p. 26</p> <p>8.3 BI p. 28</p> <p>8.3 CI p. 30</p> <p>8.3 DI p. 32</p>	<p><i>McDougal Littell</i></p> <p>pp. 106-113</p> <p>pp. 114-118</p> <p>pp. 119-123</p> <p>pp. 124-125</p> <p>pp. 126-131</p>
<p>The Cradle of Liberty & the Promise of Democracy Module:</p> <p>Lesson 1: "The City of Brotherly Love"</p> <p>Lesson 2: "An Exceptional American City"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Information Technology/Application Leadership Lifelong Learning/Self Direction Ethics/Social Responsibility Understanding Diversity 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the goals expressed in Benjamin Franklin's Plan of Conduct Read and analyze an early African American petition to the United States Congress Read and analyze a short passage in the Constitution of the United States Understand how Philadelphia was at the forefront of opposition to slavery Understand how the Quakers, Free African Americans, and women led Philadelphia's Abolition movement Explain and analyze a primary source 	<p>Lesson 1:</p> <p>Teacher Pages: pp. 6-9</p> <p>Student Pages: Activity Master: 1 & 2</p> <p>Lesson 2:</p> <p>Teacher Pages: pp. 10-13</p> <p>Student Pages: Activity Master: 3 & 4</p>	<p>The Cradle of Liberty & the Promise of Democracy Module:</p> <p>Lesson 1: "The City of Brotherly Love"</p> <p>Lesson 2: "An Exceptional American City"</p>
<p>Global Connections</p> <ul style="list-style-type: none"> Early American Culture Roots of Representative Government The French and Indian War <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Information Technology/ Application Ethics/Social Responsibility Understanding Diversity <p>Student Ownership: Examining Data and Setting Goals</p>	<ul style="list-style-type: none"> Identify roles of colonial women and children Identify the effects of the Great Awakening & Enlightenment Identify rights colonists expected as English subjects Trace and explain the causes and outcomes for the French and Indian War 		<p><i>McDougal Littell</i></p> <p>pp.132-140</p> <p>pp.141-145</p> <p>pp. 146-151</p> <p>pp. 152-153</p>

By the end of this cycle, students are able to demonstrate new skills creatively as they expand their way of thinking having compare & contrast how events on four continents-Europe, Africa, North & South America-led to the exploration of the Americas, the meeting of peoples, the conflicts & cooperation of diverse cultures.

FIRST CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): How did the convergence of West Africans, Europeans, and Native Americans in the Americas reshape peoples, identities, and cultures? (Beginnings to 1607 to 1753)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 1 Week 1 4 days</p> <p>Sept. 8 to Sept. 11</p>	<p>Idea(s) for Investigation Paleoamerican Origins www.si.edu/encyclopedia_si/nmh/origin.htm Native Americans www.lessonplanspage.com/ssNativeAmericanActivities.htm Discovery Education school.discovery.com/lessonplans/6-8.html#</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Information Technology/Application • Creativity/Innovation • Understanding Diversity 	<p>PSSA Multiple Choice</p> <p>To record the dates of fossil discoveries, which of the following would be most useful?</p> <p>A. Checklist C. Venn diagram B. Timeline D. Outline</p>	<p>Global Connections</p> <p>See Core Curriculum page 18 for more strategies related to political and cultural contributions of individuals and groups.</p> <p>Concept Building</p> <p>See appendix page A7 for use of the Concept Pattern strategy to teach new ideas/concepts about topic.</p>
<p>Cycle 1 Week 2 5 days</p> <p>Sept. 14 to Sept. 18</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation Ancient West Africa edsitement.neh.gov/view_lesson_plan.asp?id=510 The Peopling of the Americas www.digitalhistory.uh.edu/historyonline/us3.cfm Discovery Education school.discovery.com/lessonplans/6-8.html#</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Information Technology/Application • Creativity/Innovation • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA ✓ Point Question Constructed Response</p> <p>Using the information in your text Create a diagram that categorizes the social, economic and political features of the three West African societies.</p>	<p>Using Primary Documents</p> <p>See Core Curriculum page 20 for more strategies related to using primary documents</p> <p>Main Idea</p> <p>See appendix page A3 for use of the Cluster/Word Web strategy to teach main idea and details</p>
<p>Cycle 1 Week 3 9 days</p> <p>Sept. 21 to Oct. 2</p>	<p>Idea(s) for Investigation Atlantic Slave Trade hitchcock.itc.virginia.edu/Slavery/search.html Aztecs, Mayas, & Incas library.thinkquest.org/C006206F/cuadro_comparativo_1.htm Discovery Education school.discovery.com/lessonplans/6-8.html#</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Information Technology/Application • Lifelong Learning/Self Direction • Ethics/Social Responsibility 	<p>PSSA Multiple Choice</p> <p>Which member of the House of Burgesses called for resistance to the Stamp Act?</p> <p>A. Patrick Henry C. Samuel Adams B. Crispus Attucks D. All of the above</p>	<p>Global Connections</p> <p>See Core Curriculum page 22 for more strategies related to how continuity and change influenced history.</p> <p>Sequence</p> <p>See appendix page A4 Chronological Sequence strategy to teach sequencing events.</p>
<p>Cycle 1 Week 4 5 days</p> <p>Oct. 5 to Oct. 9</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation Colonial America 1600-1775 falcon.jmu.edu/~ramseyil/colonial.htm#B Historic Philadelphia www.ushistory.org/tour/ Discovery Education school.discovery.com/lessonplans/6-8.html#</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Information Technology/Application • Lifelong Learning/Self Direction • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA ✓ Point Question Constructed Response</p> <p>Using you reading to support your answer how did the New England Colonies differ from Middle Colonies</p>	<p>Global Connections</p> <p>See Curriculum page 22 for more strategies related to how conflict and cooperation among organizations and social groups</p> <p>Cause and Effect</p> <p>See appendix page A9 for use of the Episode Pattern strategy to teach cause and effect</p>
<p>Cycle 1 Week 5 4 days</p> <p>Oct. 13 to Oct. 16</p>	<p>Idea(s) for Investigation Discovery Education school.discovery.com/lessonplans/6-8.html# Historic Philadelphia www.ushistory.org/tour/ European Colonization www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit_3/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Information Technology/Application • Leadership • Lifelong Learning/Self Direction • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA Multiple Choice</p> <p>What was the Mayflower Compact?</p> <p>A. An agreement between friends B. A newspaper article C. A book D. An agreement of rules to live by</p>	<p>Global Connections</p> <p>See Core Curriculum page 22 for more strategies related to how continuity and change influenced history</p> <p>Summarizing</p> <p>See appendix page A34 for use of the Informational Story Frame to teach summarization.</p>
<p>Cycle 1 Week 6 5 days</p> <p>Oct. 19 to Oct. 23</p>	<p>Idea(s) for Investigation Discovery Education school.discovery.com/lessonplans/6-8.html# Lesson Plan Ideas www.csun.edu/~hcedu013/plans.html#Lesson%20Plans</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Information Technology/ Application • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA ✓ Point Question Constructed Response</p> <p>Using information from your text how is Columbus viewed by historians in the 20th century?</p>	<p>Project Learning</p> <p>See Curriculum pages R2-R5 for more strategies related to developing projects.</p>

SECOND CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Focus Question: How did the revolutionary ideas of liberty and independence contradict the new emerging American identity and American democracy?
Time Frame (1763-1791)

During this cycle the goal of my teaching is for students to collaborate with a team in a socially responsible way as they construct meaning as they learn to make and support assertions related to the forming of colonies based social, economic, and religious beliefs, the development and impact of the American Revolution, the creation of a Democratic government and the American Constitution, and the difficulties of the early presidents.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT
<p>Financial Literacy Module: Lesson 2: A & B – “What’s a High School Degree Worth to Me?” Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Information Technology/ Application Leadership Creativity/ Innovation 	<p>In this lesson... students apply economic reasoning to the American Revolution and then apply these concepts to an analysis of labor markets</p>	<p>Lesson 2: A & B Teacher Pages: pp. 8-9 Student Pages: pp.10-11</p>	<p>Financial Literacy Module: Lesson 2: A&B – “What’s a High School Degree Worth to Me?”</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> Tighter British Control Colonial Resistance Grows The Road to Lexington & Concord Declaring Independence <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/ Collaboration Ethics/ Social Responsibility Leadership 	<ul style="list-style-type: none"> Identify and explain why colonists were angered by the taxes and limited freedoms the British imposed upon Colonial Americans Identify the political and cultural contributions of individuals and groups Describe important events that led to the American Revolution Read and explain why and when The Declaration of Independence was written 	<p>8.3AII p. 34 8.3CII 3 p. 8</p>	<p>McDougal Littell pp.154-162 pp.163-169 pp. 170-175 pp. 176-181 pp. 182-187</p> <p>Project Learning: pp.188-189</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> The Early Years of the War The War Expands The Path to Victory The Legacy of the War <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity Lifelong Learning/ Self Direction 	<ul style="list-style-type: none"> Describe colonial opinions on American independence Summarize the causes and effects of important battles during the American Revolution Explain the hardships and sacrifices of the revolutionary forces Explain why the war shifted to the South and summarize events that led to the war’s end Compare & contrast the American army and the British army Analyze economic costs of the war Identify challenges the new U.S. faced after the war 	<p>8.3AII p.34 8.3BII p.36 8.3DII p.40</p>	<p>McDougal Littell pp. 190-199 pp. 200-205 pp. 206-210 pp. 211-215 pp. 216-217</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> The Confederation Era Creating the Constitution Ratifying the Constitution <p>Juvenile Justice Curriculum Introduction to Criminal Justice Participants</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Leadership Lifelong Learning/ Self Direction 	<ul style="list-style-type: none"> Explain the social and class conflicts after the Revolutionary War Explain the important contributions of free Africans in American society Analyze the Confederation Era Analyze how Shay’s Rebellion changed American society Creation of the Constitution Interpret and explain the importance of the U.S. Constitution 	<p>8.3AII p. 34 8.3CII p. 38 8.3DII p. 40</p>	<p>McDougal Littell pp. 218-225 pp. 228-233 pp. 234-237 pp. 238-241</p> <p>Project Learning: pp. 226-227</p>
<p>Primary Documents, Material Artifacts and Historical Places The Constitution:</p> <ul style="list-style-type: none"> Section 1: The Seven Principles Preamble, & Article 1 Section 2: Articles 2 & 3 Section 3: Articles 4-7 Section 4: The Bill of Rights & Amendments Section 5: Citizenship Handbook <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Leadership 	<ul style="list-style-type: none"> Analyze the seven principles of the constitution Identify the duties and powers of the executive branch of U.S government Explain the duties of the federal courts Summarize processes for adding states and amendments to constitution Identify rights protected by the Bill of Rights Identify and explain amendments that overturned Supreme Court decisions Define citizenship and explain a citizen’s rights and responsibilities 	<p>8.3AII p. 34 8.3CII p. 38 8.3DII p. 40</p>	<p>McDougal Littell pp. 242-255 pp. 256-261 pp. 262-265 pp. 266-277 pp. 280-287</p>
<p>Juvenile Justice/Criminal Justice Curriculum Lesson: “Mock Trial Exercise” Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Teamwork/Collaboration Leadership <p>Student Ownership: Examining Data and Setting Goals</p>	<p>Students will learn... to identify, analyze, and role-play the roles of a judge, prosecutor, defense attorney, victim and defendant by conducting a “mock trial”.</p>	<p>Lesson: “Mock Trial Exercise” Teacher Pages: pp.4-5, pp.8-27 (Case scenarios & Constitutional references)</p>	<p>Juvenile Justice/Criminal Justice Curriculum Lesson: “Mock Trial Exercise”</p>

By the end of this cycle, students are able to collaborate with a team in a socially responsible way as they construct meaning as they learn make and support assertions related to the forming of colonies based social, economic, and religious beliefs, the development and impact of the American Revolution, the creation of a Democratic government and the American Constitution, and the difficulties of the early presidents.

SECOND CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): How did the revolutionary ideas of liberty and independence contradict the new emerging American identity and American democracy?
Time Frame (1724-1824)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 2 Week 1 5 days Oct. 26 to Oct. 30</p>	<p>Idea(s) for Investigation Lesson Plans ofcn.org/cyber.serv/academy/ace/soc/inter.html Spy Letters of the American Revolution http://www.clements.umich.edu/spies/index-people.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Information Technology/ Application • Leadership • Creativity/ Innovation 	<p>PSSA Multiple Choice The first person killed in the Boston Massacre was____. A. Samuel Adams C. John Adams B. Crispus Attacks D. George Washington</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 34 for more strategies related to political and cultural contributions of individuals.</p> <p>Point of View See appendix page A25 for use of the Multiple Perspectives strategy to teach point of view</p>
<p>Cycle 2 Week 2 4 days Nov. 2 to Nov. 6</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation Primary Source Documents http://www.constitution.org/primarysources/primarysources.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> •Teamwork/ Collaboration •Ethics/ Social Responsibility •Leadership 	<p>PSSA ✓ Point Question Constructed Response Using your reading to support your answer describe two inventions and two institutions that were created by Africans during the Reconstruction Era.</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 34 for more strategies related to political and cultural contributions of individuals.</p> <p>Concept Building See appendix page A8 for use of the Concept Pattern strategy to teach new ideas/concepts about topic.</p>
<p>Cycle 2 Week 3 4 days Nov. 9 to Nov. 13</p>	<p>Idea(s) for Investigation PA State Constitution http://sites.state.pa.us/PA_Constitution.html PA History: The American Revolution http://www.explorepahistory.com/storydetails.php?storyId=20&chapter=1</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Lifelong Learning/ Self Direction 	<p>PSSA Multiple Choice The right of freedom of the press in the colonies was established by the trial of A. John Peter Zenger C. Edmund Andros B. Increase Mather D. William of Orange</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 34 for more strategies related to conflict and cooperation among social groups and organizations.</p> <p>Main Idea See appendix page A3 for use of the Cluster Web strategy to teach mail idea</p>
<p>Cycle 2 Week 4 5 days Nov. 16 to Nov. 20</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation PA History: The American Revolution http://www.explorepahistory.com/storydetails.php?storyId=20&chapter=1 Historic Philadelphia: Virtual Tour http://www.ushistory.org/tour/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Leadership • Lifelong Learning/ Self Direction 	<p>PSSA ✓ Point Question Constructed Response How does Article 1 show that the Constitution is a clearly defined yet flexible document? Give one example to support your response.</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 38 for more strategies related to how continuity and change have influenced American History.</p> <p>Clarify See appendix page A17 for use of the Journals and Learning Logs strategy to teach clarifying learning.</p>
<p>Cycle 2 Week 5 8 days Nov. 23 to Dec. 4</p>	<p>Idea(s) for Investigation The Jeffersonian Era www.gilderlehrman.org/teachers/module4/index.html Lewis and Clark www.smithsonianeducation.org/educators/lesson_plans/lewis_clark/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Leadership 	<p>PSSA Multiple Choice Which of the following resources is likely to give you more information about the history of immigration in the United States 1820 and 1860? A. a dictionary B. a general encyclopedia C. a thesaurus D. a world atlas</p>	<p>Primary Documents, Material Artifacts and Historical Places See Core Curriculum page 36 for more strategies related to using primary documents and artifacts.</p> <p>Summarizing See appendix page A41 for use of the 3-2-1 strategy to teach summarizing.</p>
<p>Cycle 2 Week 6 5 days Dec. 7 to Dec. 11</p>	<p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Leadership 	<p>Practice Research Skills: Question, Plan, Acquire, Organize, Synthesize, Evaluate Possible Topics: French Revolution Haitian Revolution Mexican Revolution</p>	<p>Project Learning See Core Curriculum pages R2-R3 for more strategies related to projects and service learning.</p>

THIRD CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

**Focus Question: Why did the United States Government believe it had the right to expand west?
What members of society agreed or disagreed with this idea? Time Frame (1789-1860)**

During this cycle, the goal of my teaching is for students to demonstrate new skills creatively as they expand their understanding of diversity as they learn to construct meaning and respond critically to the development and impact of issues and ideas that face our nation between 1789 and 1860. Such as ; The Industrial Revolution, slavery, the presidency of Andrew Jackson, westward expand and manifest destiny, immigration, abolitionism, and women's rights.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> Washington's Presidency Challenges to the New Government Adams and Jefferson The Louisiana Purchase & Exploration Problems with Foreign Powers The War of 1812 <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Lifelong Learning/Self Direction 	<ul style="list-style-type: none"> Identify the political contributions of George Washington Understand the importance of the new national economy Analyze the beginning of political parties in the United States Analyze the principles and functions that shape the U.S. government Examine the purchase of the Louisiana Understand the causes and effects of the War of 1812 	<p>8.3A p. 34 8.3C p. 38 Other Standards</p> <p>6.1D 5.1C 6.1B 6.5A 6.5B</p>	<p><i>McDougal Littell</i> pp. 290-302 pp. 303-309 pp. 310-317 pp. 318-325 pp. 326-335</p> <p>Project Learning: pp. 336-337</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> Early Industry & Inventions Plantations and Slavery Nationalism and Sectionalism <p>Address 21st Century Applied Skills</p>	<ul style="list-style-type: none"> Explain and interpret how industry contributed to the American economy Analyze the role of women in the labor force Draw from documents to compare the effects of technological developments Define nationalism and sectionalism Explain how markets influence behavior 	<p>8.3A p. 42 8.3B p. 44 8.3C p. 46 Other Standards</p> <p>6.1D 5.2C 6.1C 6.5C</p>	<p><i>McDougal Littell</i> pp. 338-347 pp. 348-353 pp. 354-359 pp. 360-363</p>
<p>Financial Literacy Module: Lesson 3: A & B – "Could I be an entrepreneur?"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Ethics/Social Responsibility Understanding Diversity 	<p>In this lesson... students explore entrepreneurship and consider their personal interest in considering entrepreneurship as a career option.</p>	<p>Lesson 3 A & B: Teacher Pages: pp.12-13 Student Pages: pp.14-16</p>	<p>Financial Literacy Module: Lesson 3: A & B "Could I be an entrepreneur?"</p>
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> Politics of the People Jackson's Policy Toward Native Americans Conflict over State's Rights Prosperity and Panic Trails West The Texas Revolution <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Lifelong Learning/Self Direction 	<ul style="list-style-type: none"> Analyze the impact of the election of Andrew Jackson to American politics and Native American society Describe the hardships of the Trail of Tears Analyze the issues over state's rights Explain how & why the Whig Party was formed Identify reasons why people went west & the impact of "Oregon Fever" Summarize the war between Texas and Mexico 	<p>8.3A p. 42 8.3D p. 48</p> <p>Other Standards</p> <p>5.2C 7.3E 6.1D</p>	<p><i>McDougal Littell</i> pp. 366-373 pp. 374-378 pp. 379-389 pp. 390-399 pp. 400-405</p> <p>Project Learning: pp. 398-399</p>
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> The War With Mexico The California Gold Rush The Hopes of Immigrants American Literature and Art Reforming American Society Abolition and Women's Rights <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity Ethics/Social Responsibility 	<ul style="list-style-type: none"> Explain the origins and impact of manifest destiny Analyze the impact of the gold rush on California Analyze how "immigration" was applied to various groups Identify American Literature and Art Describe the spirit of reform of the early & mid-1800's Explain the significance of the Underground Railroad Identify important early leaders in the fight for women's rights 	<p>8.3AIII p. 42 8.3BIII p. 44 8.3CIII p. 46</p> <p>Other Standards</p> <p>5.2A 7.3A</p>	<p><i>McDougal Littell</i> pp. 406-411 pp. 412-419 pp. 420-428 pp. 429-439 pp. 440-449</p> <p>Project Learning: pp. 450-451</p>
<p>The Cradle of Liberty & the Promise of Democracy Module: Lesson 3: "Women of the City" Lesson 4: "The City of Promise" Juvenile Justice: Lessons 3 and 4</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Ethics/Social Responsibility Understanding Diversity <p>Student Ownership: Examining Data and Setting Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand how women in Pennsylvania were leaders of social change Explain and analyze a primary source of suffrage movement Describe ways in which women in Pennsylvania organized for suffrage Recognize through an interview the contributions of a leading scientist Write questions for an interview Describe the contributions of several African American leaders associated with Philadelphia Discuss the qualities demonstrated by strong leaders Identify some of the institutional structures through which these leaders worked 	<p>Lesson 3: Teacher Pages: pp. 13-17 Student Pages: Activity Master: 5 & 6</p> <p>Lesson 4: Teacher Pages: pp. 18-21 Student Pages: Activity Master: 7 & 8</p>	<p>The Cradle of Liberty & the Promise of Democracy Module: Lesson 3: "Women of the City" Lesson 4: "The City of Promise"</p>

By the end of this cycle, students are able to demonstrate new skills creatively as they expand their understanding of diversity after constructing meaning and responding critically to the development and impact of issues and ideas that face our nation between 1789 and 1860. Such as The Industrial Revolution, slavery, the presidency of Andrew Jackson, westward expand and manifest destiny, immigration, abolitionism, and women's rights.

THIRD CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): Why did the United States Government believe it had the right to expand west?
What members of society agreed or disagreed with this idea? Time Frame (1824-1860)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	GROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 3 Week 1 5 days</p> <p>Dec. 14 to Dec. 18</p> <p>Report Card Conferences</p>	<p>Idea(s) for Investigation PBS News Hour – Money www.pbs.org/newshour/on2/money.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction 	<p>PSSA Multiple Choice In what part of the Country were many of the earliest factories built?</p> <p>A. The Northeast B. The South C. The Southeast D. The Midwest</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 34 for more strategies related to political and cultural contributions of individuals.</p> <p>Cause and Effect See Appendix page A9 for use of the Episode Pattern strategy to teach cause and effect.</p>
<p>Cycle 3 Week 2 8 days</p> <p>Dec. 21 to Jan. 8</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation The Jacksonian Era www.gilderlehrman.org/teachers/module5/index.html Indian Removal Act www.loc.gov/rr/program/bib/ourdocs/Indian.html#American</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA ✓ Point Question Constructed Response How did the underground railroad affect American views on slavery? Use evidence from the text to support your answer.</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 38 for more strategies related to how continuity and change have influenced American history.</p> <p>Point of View See Appendix page A25 for use of the Multiple Perspectives strategy to teach point of view.</p>
<p>Cycle 3 Week 3 5 days</p> <p>Jan. 11 to Jan. 15</p>	<p>Idea(s) for Investigation PBS News Hour – Money www.pbs.org/newshour/on2/money.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction 	<p>PSSA Multiple Choice In what year was gold discovered in California.</p> <p>A. 1838 C. 1846 B. 1848 D. 1840</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 34 for more strategies related to political and cultural contributions of individuals.</p> <p><i>Literacy Core Curriculum</i> Vocabulary See Appendix page A7 for use of the Frayer Model to teach vocabulary development.</p>
<p>Cycle 3 Week 4 4 days</p> <p>Jan. 19 to Jan. 22</p> <p>PSSA/ Constructed Response</p>	<p>Ideas for Investigation PA and the Underground Railroad www.explorepahistory.com/story.php?storyId=8</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Ethics/Social Responsibility 	<p>PSSA ✓ Point Question Constructed Response Using information your readings how did differences in cultures and in attitudes toward government between Mexicans and Americans in Texas help to cause the Texas Revolution.</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 38 for more strategies related to how continuity and change have influenced American history.</p> <p>Synthesizing See Appendix page A34 for use of the REAP Technique to teach clarifying and synthesizing new information.</p>
<p>Cycle 3 Week 5 9 days</p> <p>Jan. 25 to Feb. 5</p>	<p>Idea(s) for Investigation Dred Scott Case Collection library.wustl.edu/vlib/dredscott/ Africans in America www.pbs.org/wgbh/aia/part4/narrative.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Understanding Diversity 	<p>PSSA Multiple Choice What factors influenced emigration to America during the 1800's?</p> <p>A. a better employment B. a better life C. a religious freedom D. all of the above</p>	<p>Conflict and cooperation Among Social groups and organizations... See Core Curriculum page 40 for more strategies related to Conflict and Cooperation among social groups and Organizations.</p> <p>Problem/Solution See Appendix page A30 for use of the Problem-Solution Chart to teach problem and solution.</p>
<p>Cycle 3 Week 6 5 days</p> <p>Feb. 8 to Feb. 12</p>		<p>Practice Research Skills: Question, Plan, Acquire, Organize, Synthesize, Evaluate</p> <p>Possible Topics:</p> <ul style="list-style-type: none"> • U.S. Foreign Policy in Latin America • Early Chinese presence in America • Resistance Movements among Africans and Native Americans 	<p>Project Learning See Core Curriculum pages R2-R3 for more strategies related to projects and service learning.</p>

FOURTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Focus Question: How did the causes and outcomes of the U.S. Civil War reshape the National Government and American Democracy? Time Frame (1846-1877)

During this cycle, the goal of my teaching is for students to collaborate with a team in a socially responsible way as they learn to interpret and summarize the root causes and outcomes of hostilities between the Northern and Southern states.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p>Conflict and cooperation Among Social groups and organizations...</p> <ul style="list-style-type: none"> Growing Tensions Between the North and South The Crisis Deepens Slavery Dominates Politics Lincoln's Election and Southern Secession <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity Leadership 	<ul style="list-style-type: none"> Describe the controversies over slavery in the territories Analyze the Compromise of 1850 Explain how the Fugitive Slave Act and Uncle Tom's Cabin affected Northerners Analyze the concept of popular sovereignty Explain why the Republican Party was formed Summarize the effects of the <i>Dred Scott</i> case Analyze why the Democratic Party Split Describe the causes and effects of Southern secession 	<p>8.3AIII p. 42 8.3DIII p. 48</p> <p>Other Standards</p> <p>5.2C 5.1M</p>	<p><i>McDougal Littell</i></p> <p>pp. 454-461 pp. 462-465 pp. 466-470 pp. 471-475 pp. 476-477</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> War Erupts Life in the Army No End in Sight <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Understanding Diversity Ethics/Social Responsibility 	<ul style="list-style-type: none"> Identify and analyze the theories on the causes of the Civil War Analyze the strengths and weaknesses of each side Summarize the results of the First Battle of Bull Run Summarize the hardships of army life Analyze Union victories in the West Analyze Lee's victories & invasion of the North Describe the outcome of the Battle of Antietam 	<p>8.3A p. 50 8.3B p. 52 8.3D p. 56</p>	<p><i>McDougal Littell</i></p> <p>pp. 478-485 pp. 486-487 pp. 488-492 pp. 493-497 pp. 498-499</p>
<p>Political & Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> The Emancipation Proclamation War Affects Society The North Wins The Legacy of the War <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Lifelong Learning/Self Direction 	<ul style="list-style-type: none"> Interpret and analyze the meaning & importance of the Emancipation Proclamation Explain the contributions of several African American regiments Describe how women aided the war effort Evaluate the importance of the Battle of Gettysburg Trace the battles of Vicksburg and the Surrender at Appomattox Analyze the economic, physical, and emotional costs of the Civil War Explain the importance of the Thirteenth Amendment 	<p>8.3A p. 50 8.3B p. 52 8.3C p. 54 8.3D p. 56</p>	<p><i>McDougal Littell</i></p> <p>pp. 500-506 pp. 507-511 pp. 512-519 pp. 520-523 pp. 524-527</p> <p>Project Learning: pp. 528-529</p>
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> Rebuilding the Union Reconstruction and Daily Life End of Reconstruction <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Creativity/Innovation Leadership 	<ul style="list-style-type: none"> Identify and explain the effects of Reconstruction Explain the impact of the Civil Rights Act of 1866 and the Fourteenth Amendment Identify and discuss ways in which African Americans built their own institutions Evaluate the impact of land reform, sharecropping, and the contract system Evaluate the impact of Grant's election and the passage of the Fifteenth Amendment Analyze the legacy of Reconstruction 	<p>8.3A p. 50 8.3B p. 52 8.3C p. 54 8.3D p. 56</p> <p>Other Standards</p> <p>6.5A 6.5B</p>	<p><i>McDougal Littell</i></p> <p>pp. 530-537 pp. 538-539 pp. 540-544 pp. 545-549 pp. 550-551</p>
<p>Financial Literacy Module: Lesson 4: A & B – "I Want, Therefore I Work"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Creativity/Innovation Leadership 	<p>In this lesson... students study the incentives and trade-offs related to economic development and career choices.</p>	<p>Lesson 4 A&B: Teacher Pages: pp.17-18 Student Pages: pp.19-20</p>	<p>Financial Literacy Module: Lesson 4: A & B "I Want, Therefore I Work"</p>
<p>The Cradle of Liberty & the Promise of Democracy Module: Lesson 5: "A City of Diversity" Lesson 6: "The Timeless City"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Creativity/Innovation Leadership <p>Student Ownership: Examining Data and Setting Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize that Philadelphia is a city with a diverse population Use a graph to identify increases and decreases in Philadelphia's population since 1900 Use a graph to analyze changes in the city's diversity and estimate future population changes Recognize that Philadelphia's history can be seen through its landmarks, parks, buildings, and neighborhoods Read a map to determine distances and directions Use a map to plan a route from one point to another Understand the importance of murals to reflect Philadelphia's history, culture, and diversity 	<p>Lesson 5: Teacher Pages: pp. 22-25 Student Pages: Activity Master: 9</p> <p>Lesson 6: Teacher Pages: pp. 26-29 Student Pages: Activity Master: 10-11 *Transparencies pp. 1-5</p>	<p>The Cradle of Liberty & the Promise of Democracy Module: Lesson 5: "A City of Diversity" Lesson 6: "The Timeless City"</p>

By the end of this cycle, students are able to collaborate with a team in a socially responsible way as they learn to interpret and summarize the root causes and outcomes of hostilities between the Northern and Southern states.

FOURTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): How did the causes and outcomes of the U.S. Civil War reshape the National Government and American Democracy?
Time Frame (1860-1898)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 4 Week 1 4 days Feb. 16 to Feb. 19</p>	<p>Idea(s) for Investigation 54th Regiment www.medalofhonor.com/54thRegiment.htm The Civil War www.gilderlehrman.org/teachers/module10/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Leadership 	<p>PSSA Multiple Choice The purpose of the Gettysburg Address was to... A. to celebrate the battle of Gettysburg. B. to discuss the Generals. C. to honor the men who fought and die in the battle. D. to assist Lincoln to get re-elected.</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 50 for more strategies related to political and cultural contributions of individuals.</p> <p>Compare and Contrast See Appendix page A5 for use of the Compare/Contrast strategy to teach compare and contrast.</p>
<p>Cycle 4 Week 2 5 days Feb. 22 to Feb. 26</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation Reconstruction: The Second Civil War www.pbs.org/wgbh/amex/reconstruction/ Interactive Constitution www.constitutioncenter.org/constitution/</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Ethics/Social Responsibility 	<p>PSSA ✓ Point Question Constructed Response Read the Gettysburg Address and write an objective evaluation of the organization and central idea, level of detail, style, and tone and word choice.</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 50 for more strategies related to political and cultural contributions of individuals.</p> <p>Compare/Contrast See Appendix page A6 for use of the Venn Diagram to teach compare and contrast.</p>
<p>Cycle 4 Week 3 5 days Mar. 1 to Mar. 5</p>	<p>Idea(s) for Investigation PBS News Hour – Money www.pbs.org/newshour/on2/money.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction 	<p>PSSA Multiple Choice The main purpose of the Emancipation Proclamation was to A. to end slavery in all southern states. B. to end slavery in the U.S. C. to end slavery in the border state. D. to end slavery in the world.</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 54 for more strategies related to how continuity and change have influenced American History.</p> <p>Main Idea See Appendix page A3 for use of the Cluster Web to teach main idea and details.</p>
<p>Cycle 4 Week 4 5 days March 8 to March 12</p> <p>PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation Transcontinental Railroad www.pbs.org/wgbh/amex/tcrr/ United States – Labor History www.kentlaw.edu/ilhs/curricul.htm</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Leadership 	<p>PSSA ✓ Point Question Constructed Response Listen to a speech by Frederick Douglass. In one paragraph, describe his main concern.</p>	<p>Conflict and Cooperation Among Organizations and Groups See Core Curriculum page 56 for more Strategies related to conflict and cooperation among organizations and groups.</p> <p>Cause and Effect See Appendix page A7 for use of the Concept Pattern to teach cause and effect.</p>
<p>Cycle 4 Week 5 5 days Mar. 15 to Mar. 19</p>	<p>Idea(s) for Investigation Immigration www.gilderlehrman.org/teachers/module15/index.html Our Documents www.ourdocuments.gov/doc.php?flash=true&doc=47</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Creativity/Innovation • Leadership 	<p>PSSA Multiple Choice What did the Emancipation Proclamation do? A. It freed all enslaved African Americans B. It freed African Americans in border states only C. It freed African Americans in the South only D. None of the above</p>	<p>Using Primary Documents See Core Curriculum page 52 for more strategies related to using primary documents.</p> <p>Concept Building See Appendix page A7 for use of the Concept Pattern to teach new ideas/concepts about topic.</p>
<p>Cycle 4 Week 6 5 days March 22 to March 26</p> <p>Report Card Conferences</p>		<p>Practice Research Skills: Question, Plan, Acquire, Organize, Synthesize, Evaluate Possible Topics: • Mexicans in the West</p> <ul style="list-style-type: none"> • American cities • Myth of the Cowboy • American business leaders at the turn of the 20th Century 	<p>Project Learning See Curriculum pages R2-R5 for more strategies related to developing projects.</p>

FIFTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Focus Question: How did the political and social changes of the late 19th and the turn of the 20th Centuries impact American society and change the role of the United States in World Affairs? (Time Frame 1860-1920)

During this cycle, the goal of my teaching is that students will approach learning and challenges in creative & innovative ways as they construct meaning and respond critically to the following: westward expansion, industrialization, immigration, segregation and discrimination, global expansion, and World War One.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS REFER TO THE COORDINATING DOCUMENT
<p>Conflict and Cooperation Among Organizations and Groups</p> <ul style="list-style-type: none"> Native Americans Fight to Survive Life in the West The Growth of Industry Railroads Transform the Nation <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Ethics/Social Responsibility Creativity/Innovation 	<ul style="list-style-type: none"> Explain why some groups migrated west Identify Native Americans who continued to resist American oppression Analyze the image of the West Define economic opportunity Understand how minor parties contribute to politics Explain the factors that contributed to industrial growth Explain the importance of the railroads Define capitalism and explain its impact on American business 	<p>8.3A p. 50 8.3B p. 52 8.3C p. 54 8.3D p. 56</p>	<p><i>McDougal Littell</i> pp. 554-567 pp. 568-581 pp. 582-589 pp. 590-597 pp. 598-605</p>
<p>Financial Literacy Module: Lesson 5: A & B "Should I Bother to Learn This?"</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Lifelong Learning/Self Direction Creativity/Innovation 	<p>In this lesson... students are introduced to the basics of labor market economics by examining the demand for a specific skill and the number of people available who have the skill.</p>	<p>Lesson 5A & B: Teacher Pages: pp. 21-22 Student Pages: pp. 23-25</p>	<p>Financial Literacy Module: Lesson 5: A & B "Should I Bother to Learn This?"</p>
<p>Political and Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> Cities Grow and Change The New Immigrants Segregation & Discrimination Society & Mass Culture <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Leadership Teamwork/Collaboration 	<ul style="list-style-type: none"> Explain how industrialization changed city life Describe urban living conditions Understand where and how immigrants settled and the jobs they took Understand how racism caused discrimination and the spread of segregation Describe the impact of Plessy vs Ferguson Understand the formation of mass culture through education, entertainment, and consumerism 	<p>8.3A p. 58 8.3B p. 60 8.3C p. 62 8.3D p. 64</p>	<p><i>McDougal Littell</i> pp. 606-613 pp. 614-617 pp. 618-619 pp. 620-625 pp. 626-631</p> <p>Project Learning: pp. 632-633</p>
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> Roosevelt & Progressivism Taft and Wilson as Progressives Women Win New Rights <p>Juvenile Justice Curriculum Lessons 6 and 7</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Leadership Teamwork/Collaboration 	<ul style="list-style-type: none"> Identify the goals of the Progressive movement Analyze Theodore Roosevelt's "square deal" Summarize Roosevelt's presidency Evaluate Taft's progressive policies Identify the progressive qualities of the Sixteenth & Seventeenth amendments Analyze the reasons for the Eighteenth Amendment Identify the changes in the lives of women during the Progressive Era Analyze events that led to the Nineteenth Amendment 	<p>8.3A p. 58 8.3C p. 62 8.3D p. 64 8.3B p. 60</p>	<p><i>McDougal Littell</i> pp. 636-643 pp. 644-645 pp. 646-649 pp. 650-653 pp. 654-655</p>
<p>Political and Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> The United States Continues to Expand The Spanish-American War U.S. Involvement Overseas <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> Leadership Teamwork/Collaboration <p>ONLY 5 WEEKS IN THIS CYCLE</p>	<ul style="list-style-type: none"> Identify the factors that led to American Imperialism Describe the annexation of Hawaii Identify the reasons and results of the Spanish-American War Explain the goals of the Anti-Imperialist League Explain how the United States became a world power Describe the development of the Panama Canal Analyze U.S. involvement in Latin America 	<p>8.3C p. 62 8.3D p. 64</p>	<p><i>McDougal Littell</i> pp. 656-661 pp. 662-665 pp. 666-667 pp. 668-673 pp. 674-675</p>

By the end of this cycle students are able to approach learning and challenges in creative & innovative ways as they construct meaning and respond critically about the following: westward expansion, industrialization, immigration, segregation and discrimination, global expansion, and World War One.

FIFTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): How did the political and social changes of the late 19th and the turn of the 20th Centuries impact American society and change the role of the United States in World Affairs? Time Frame (1898-1917)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 5 Week 1 5 days Apr. 5 to Apr. 9</p>	<p>Idea(s) for Investigation Yellow Journalism www.pbs.org/crucible/frames/_journalism.html Jazz in Time www.pbs.org/jazz/time/</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Creativity/Innovation 	<p>PSSA Multiple Choice What was true of immigration in the late 1800's?</p> <p>A. New immigrants came to Ellis Island from southern & eastern Europe</p> <p>B. New immigrants entering the U.S. from Asian came to Angel Island</p> <p>C. Immigrants took whatever job they could get</p> <p>D. All of the above</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 58 for more strategies related to political and cultural contributions of individuals.</p> <p>Summarize See Appendix page A29 for use of the Postcard strategy to teach summarizing.</p>
<p>Cycle 5 Week 2 5 days Apr. 12 to Apr. 16</p>	<p>Idea(s) for Investigation PBS News Hour – Money www.pbs.org/newshour/on2/money.html Progressivism www.gilderlehrman.org/teachers/module14/index.html Interactive Constitution www.constitutioncenter.org/constitution/</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction • Creativity/Innovation 	<p>PSSA ✓ Point Question Constructed Response Do you think it is important to preserve historical sites? Write a persuasive piece stating your position and use information from this article to support your position.</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 62 for more strategies related to how continuity and change have influenced American history.</p> <p>Sequence See Appendix page A4 for use of the Chronological Sequence strategy to teach sequencing.</p>
<p>Cycle 5 Week 3 5 days Apr. 19 to Apr. 23</p>	<p>Idea(s) for Investigation The United States Becomes a World Power www.gilderlehrman.org/teachers/module13/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Leadership • Teamwork/Collaboration 	<p>PSSA Multiple Choice Who led the newspaper campaign against lynching?</p> <p>A. Jane Adams</p> <p>B. Ida B Wells</p> <p>C. Elaine Gates Star</p> <p>D. Mrs. Joseph Pulitzer</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 58 for more strategies related to political and cultural contributions of individuals.</p> <p>Sequence See Appendix page A15 for use of the Illustrated Timelines to teach sequencing of events.</p>
<p>Cycle 5 Week 4 5 days Apr. 26 to Apr. 30</p>	<p>Idea(s) for Investigation The United States Becomes a World Power www.gilderlehrman.org/teachers/module13/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Leadership • Teamwork/Collaboration 	<p>PSSA ✓ Point Question Constructed Response Using your text to support your answer what were the positive and negative effects of Americans' belief in manifest destiny</p>	<p>Conflict and Cooperation Among Organizations and Groups See Core Curriculum page 64 for more Strategies related to conflict and cooperation among organizations and groups.</p> <p>Problem/Solution See Appendix page A30 for use of the Problem-Solution Chart to teach problem and solution.</p>
<p>Cycle 5 Week 5 5 days May 3 to May 7</p>	<p>Idea(s) for Investigation The United States Becomes a World Power www.gilderlehrman.org/teachers/module13/index.html</p> <p>21st Century Applied Skills</p> <ul style="list-style-type: none"> • Leadership • Teamwork/Collaboration 	<p>PSSA Multiple Choice Which state granted women full suffrage in 1911?</p> <p>a. California</p> <p>b. Arizona</p> <p>c. Kansas</p> <p>d. Michigan</p>	<p>Using Primary Documents See Core Curriculum page 60 for more strategies related to using primary documents.</p> <p>Forming Opinions See Appendix page A37 for use of the Spectrum strategy to teach how to form an opinion on an issue/topic.</p>

SIXTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Focus Question: What political issues and social movements led to significant changes in contemporary America and its relationship to the world? Time Frame (1919-Present)

During this cycle, the goal of my teaching is for students to develop their individual strengths and abilities while working in dynamic partnerships and groups as they learn to compare and contrast the social, economic, and political developments of the United States before and after World War II and up to the present.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY	PA STANDARD STATEMENT(S) REFER TO PAGE(S) IN CORE CURRICULUM	TEXTUAL REFERENCES STRUCTURED LESSONS
<p>Political and Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> • The Business of America • Changes in Society • The Jazz Age & the Harlem Renaissance • Hoover and the Crash • Roosevelt and the New Deal • Life During the Depression <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Ethics/Social Responsibility 	<ul style="list-style-type: none"> • Summarize the events of the Harding and Coolidge presidencies • Describe U.S. foreign policy during the 1920's • Examine changes in the roles of young people and women • Analyze characteristics of the popular culture in the 1920's • Identify achievements of the Harlem Renaissance • Summarize the causes of the stock market crash and the Great Depression • Analyze and describe Roosevelt's New Deal • Describe life for people during the Depression 	<p>8.3A p. 66 8.3B p. 68 8.3C p. 70 8.3D p. 72</p>	<p><i>McDougal Littell</i> pp. 706-712 pp. 713-725 pp. 726-733 pp. 734-745 pp. 746-751</p> <p>Project Learning: pp. 722-723</p>
<p><i>Financial Literacy Module:</i> Lesson 6: A & B – “How Can I Compete in a Global Economy?”</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction 	<p>In this lesson... students examine the relationship between savings and investment and see the benefit to societies.</p>	<p>Lesson 6 A & B: Teacher Pages: pp. 26-27 Student Pages: pp. 28-29</p>	<p><i>Financial Literacy Module:</i> Lesson 6: A & B “How Can I Compete in a Global Economy?”</p>
<p>Conflict and Cooperation Among Organizations and Groups</p> <ul style="list-style-type: none"> • World War II •The Home Front •Peacetime Adjustments and the Cold War •The Korean War and McCarthyism <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Lifelong Learning/Self Direction 	<ul style="list-style-type: none"> • Discuss the events that led to World War 2 • Describe the effects of the war on the home front and long-term results of the war • Analyze the postwar period • Explain the origins of the Cold War & the fear of communism within the United States • Summarize the cause and effects of the Korean War • Explore the social and cultural changes of the Fifties 	<p>8.3A p. 66 8.3B p. 68 8.3C p. 70 8.3D p. 72</p>	<p><i>McDougal Littell</i> pp. 754-762 pp. 763-773 pp. 774-785 pp. 786-794 pp. 795-807</p> <p>Project Learning: pp. 804-805</p>
<p>Political and Cultural Contributions of Individuals and Group</p> <ul style="list-style-type: none"> • Origins of the Civil Rights Movement • Kennedy, Johnson, and Civil Rights • The Equal Rights Struggle Expands • Cold War Roots of the Conflict • War Expands in Vietnam • The Vietnam War Ends <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Leadership 	<ul style="list-style-type: none"> • Explain important aspects of the Civil Rights Movement • Identify individuals and groups who contributed to the Civil Rights and Black Power Movements. • Explain how some Americans continue to fight for equality • Analyze the causes and effects of the Vietnam War 	<p>8.3A p. 66 8.3B p. 68 8.3C p. 70 8.3D p. 72</p>	<p><i>McDougal Littell</i> pp. 810-817 pp. 818-823 pp. 824-831 pp. 832-839 pp. 840-851</p>
<p>How Continuity and Change Have Influenced American History</p> <ul style="list-style-type: none"> • Nixon and Watergate • Issues of the Seventies • Conservatives Reshape Politics • Technological and Economic Changes <p><i>Juvenile Justice Curriculum</i> Lesson 9</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Lifelong Learning/Self Direction 	<ul style="list-style-type: none"> • Analyze and discuss the Nixon presidency and its legacy • Research and explain the important ideas and events of the new millennium • Identify and summarize the important contributions of individuals and groups to American society • Analyze current societal issues and develop solutions for social change 	<p>8.3A p. 66 8.3B p. 68 8.3C p. 70 8.3D p. 72</p>	<p><i>McDougal Littell</i> pp. 852-858 pp. 859-861 pp. 862-869 pp.870-879 pp. 880-889</p> <p>Project Learning: pp. 866-867 pp.890-891</p>
<p>Reteach, Review and Accelerate... Enhance understanding Reinforce best practices Student Ownership: Examining Data and Setting Goals</p> <p>Address 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Teamwork/Collaboration • Information Technology Application 			<p>Note: Use alternative text and resources to address the objectives</p>

By the end of this cycle students are able to develop their individual strengths and abilities while working in dynamic partnerships and groups as they compare and contrast the social, economic, and political developments of the United States before and after World War II and up to the present.

SIXTH CYCLE SOCIAL STUDIES 8 PLANNING AND SCHEDULING TIMELINE

2009-2010

GOOD INSTRUCTION IS THE BEST TEST PREPARATION

Big Idea(s): What political issues and social movements led to significant changes in contemporary America and its relationship to the world?
Time Frame (1917-present)

WEEK DATES	SUPPORTS FOR 21 ST CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	CROSS CURRICULAR PSSA CONNECTIONS TO "WHAT I WILL TEACH"
<p>Cycle 6 Week 1 4 days May 10 to May 14</p>	<p>Idea(s) for Investigation The 1920s www.gilderlehrman.org/teachers/module17/index.html 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Ethics/Social Responsibility 	<p>PSSA Multiple Choice What was the center of African American culture in the 1920's? A. Chicago B. New York City C. New Orleans D. Atlanta</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 66 for more strategies related to political and cultural contributions of individuals. Summarizing See Appendix page A34 for use of the Informational Story Frame to teach summarization.</p>
<p>Cycle 6 Week 2 5 days May 17 to May 21 PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation PBS News Hour – Money www.pbs.org/newshour/on2/money.html 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Lifelong Learning/Self Direction 	<p>PSSA ✓ Point Question Constructed Response Do you think school uniforms should be mandatory? Write a persuasive piece stating your position.</p>	<p>Political and Cultural Contributions of Individuals and Group See Core Curriculum page 66 for more strategies related to how continuity and cultural contributions of individuals. Concept Building See Appendix page A8 for use of the Concept Pattern strategy to teach new ideas/concepts about topic.</p>
<p>Cycle 6 Week 3 4 days May 24 to May 28</p>	<p>Idea(s) for Investigation CNN- The Cold War www.cnn.com/SPECIALS/cold.war/ The Cold War Museum www.coldwar.org/index.html 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Lifelong Learning/Self Direction 	<p>PSSA Multiple Choice Which action damaged President Roosevelt's popularity with the American people? a. He tried to increase the number of justices on the Supreme Court. b. He closed all the nation's banks and declared a "bank holiday" c. He gave a fireside chat to tell people to put money back into the banks. d. All of the above are true</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 70 for more strategies related to how continuity and change have influenced American history. Comprehension See Appendix page A38 for use of the SQ3R strategy to teach comprehension.</p>
<p>Cycle 6 Week 4 4 days June 1 to June 4 PSSA/ Constructed Response</p>	<p>Idea(s) for Investigation The Civil Rights Era memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html National Civil Rights Museum www.civilrightsmuseum.org/ 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Leadership 	<p>PSSA ✓ Point Question Constructed Response Using information from reading how did speculation lead to the 1929 stock market crash?</p>	<p>Using Primary Documents See Core Curriculum page 68 for more strategies related to using primary documents. Point of View See Appendix page A25 for use of the Multiple Perspectives strategy to teach point of view.</p>
<p>Cycle 6 Week 5 5 days June 7 to June 11</p>	<p>Idea(s) for Investigation The Civil Rights Era memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html National Civil Rights Museum www.civilrightsmuseum.org/ 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Ethics/Social Responsibility • Leadership 	<p>PSSA Multiple-Choice Why were voting rights central to the Civil Rights Movement? A.. They were easy to achieve B. Political power would help African Americans achieve other goals C. The federal government could only act on education and voting rights D. All of the above</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 70 for more strategies related to how continuity and change have influenced American History. Draw Conclusions See Appendix page A12 for use of the flow-chart to teach drawing conclusions.</p>
<p>Cycle 6 Week 6 4 days June 14 to June 17</p>	<p>Idea(s) for Investigation CNN- The Cold War www.cnn.com/SPECIALS/cold.war/ The Cold War Museum www.coldwar.org/index.html 21st Century Applied Skills</p> <ul style="list-style-type: none"> • Understanding Diversity • Lifelong Learning/Self Direction 	<p>PSSA Multiple Choice Why were voting rights central to the Civil Rights Movement? A. They were easy to achieve B. Political power would help African Americans achieve other goals C. The federal government could only act on education and voting rights D. All of the above</p>	<p>How Continuity and Change Have Influenced American History See Core Curriculum page 70 for more strategies related to how continuity and change have influenced American History. Draw Conclusions See Appendix page A12 for use of the flow-chart to teach drawing conclusions.</p>