**Delta County Schools**

**Curriculum Design**

**8th Grade Social Studies (US History) Unit 5 Plan-Organizer**

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| **Subjects(s)** | Social Studies – U.S. History |
| **Grade/Course** | 8th |
| **Unit of Study** | Unit 5 - Social Science Skills |
| **Unit Type(s)** | Topical     Skills-based   Thematic |
| **Length of Unit** | 3 weeks [8th Grade Pacing Guide Social Studies.xls](8th%20Grade%20Pacing%20Guide%20Social%20Studies.xls) |

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| **Priority Outcomes (Essentials)** |
| 8 – History 1.1  c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry  8 – History 1.2  b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise   1. Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period   8 – Civics 4.1  e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change  8 – Civics 4.2   1. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good |

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| **Supporting Outcomes** |
| 8 – History 1.1   1. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives 2. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history   d. Construct a written historical argument on the use or understanding of primary and secondary sources |

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| **“Unwrapped” Concepts**  **(students need to know)** | **“Unwrapped” Skills”**  **(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry * continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise * primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change * a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good | CRITIQUE  EVALUATE  ANALYZE  USE, IDENTIFY | 6  5  4  1 |

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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. What is the difference between reading non-fiction text and fictional text? 2. Why is persuasive/argumentative writing important in proving knowledge? 3. What is the difference between scholarly and illegitimate sources? What is the difference between primary and secondary sources? | 1. Nonfiction reading skills (point of view, inference, prediction) are vital to being a social studies learner. (CDE Concept Map: Perspectives, Cause and Effect)  2. Persuasive/thesis based writing that is supported by research-based sources/data is required. (CDE Concept Map: Perspectives, Cause and Effect )  3. The research process and source discernment (between scholarly, unscholarly, primary and secondary) is vital to the social studies learner (CDE Concept Map: Perspectives, Cause and Effect) |

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| **Standardized Assessment Correlations**  **(State, College and Career)** |
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| **Unit Assessments** | |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [8th Grade SS Unit 5 Pre Test.doc](8th%20Grade%20SS%20Unit%205%20Pre%20Test.doc) |  |
| **Post-Assessment** | |
| [8th Grade SS Unit 5 Post Test.docx](8th%20Grade%20SS%20Unit%205%20Post%20Test.docx) | |
| **Scoring Guides and Answer Keys** | |
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| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:**  **historical context\*:** cultural (art, literature, music, fashion, etc), economic (industries, economic laws or events), political (legislation, Supreme Court cases, presidents, politicians, etc), social (philosophies, ideas, icons, trends, etc)  **thesis**: topic sentence, persuasive, thesis statement  **research process**: note cards, source cards, primary source, secondary source, facsimile, Library of Congress, National Archives, legitimate or scholarly sources |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences**  **Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | CHOSE AN INTERESTING HISTORICAL TOPIC TO COMPLETE AN INDEPENDENT STUDY ON. Students’ individually develop an idea or topic that relates to the years National History Day theme. Every year the new theme can be found at [www.nhd.org](http://www.nhd.org). Make sure theme is updated on the Post Test. The theme for 2013 is: Turning Points in History – People, Ideas, and Events. | **1 day (70 min block)** |
| **Task 2** | DEVELOP A THESIS: Students will individually develop and turn in a thesis statement that supports their idea/topic. The thesis should:   1. Take a position 2. The thesis should be specific and narrow enough to go in depth. 3. The thesis should answer: who, what, when, where, **how** and **why**. | **2 days (70 min. blocks)** |
| **Task 3** | CREATE A JOURNAL OF REFRENCES. As an individual, gather at least two references (one primary & one secondary) that can be used to support your topic of study (and thesis) that relates to the National History Day theme. Create a summary of each article. | **2 days (70 min blocks)** |
| **Task 4** | CREATE 30 NOTE CARDS, AND 5 – 10 SOURCE CARDS. Now that students have some historical context on a topic, and have started developing a thesis, students need to decide if they are going to continue as an individual or in a group. Then students will actually complete thorough, in-depth research on the topic they have started studying in tasks 1 – 3. The research done in this Task is VERY important since it will lay the foundation for the next unit, in which students will complete a National History Day project (documentary, exhibit, paper, performance or website). | **5 – 10 days (70 minute blocks)** |

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| **Authentic Performance Task 1** | | | | |
| **Outcomes Addressed in Authentic Performance Task 1** | 8 – History 1.1   1. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry   8 – History 1.1   1. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives 2. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history   d. Construct a written historical argument on the use or understanding of primary and secondary sources | | | |
| **Description of Authentic Performance Task 1** | Students individually develop an idea/topic for the NHD theme.   * Students then write a first draft of their idea/topic on a note card and turn in. * Share the ideas/topics with the class and work together to evaluate. Is it specific enough? Does it address the theme? * As the class works to evaluate the ideas/topics, give the students the opportunity to rethink and rewrite their idea/topic. * Students turn in a summary of the rewritten/narrowed down idea/topic. Summary should include ideas such as:   1. Is topic manageable?  2. Are you interested in topic?  3. How does topic relate to the theme?  4. What is the significance of your topic locally, statewide or nationally? | | | |
| **Length: 1 days (70 min. block)** | | **Bloom’s Taxonomy Level: 3** | | |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | <Resources/unit%201%20task%201%20scoring%20guide.doc> | | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 1**  **(Include vocabulary strategy)** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| * Reflective discussion * Inquiry * Reading for meaning | Differentiated Instruction strategy:  **Orbital Strategies-** These independent investigations, generally lasting three to six weeks, revolve around some facet of the curriculum. Students select their own topics, and they work with guidance and coaching form the teacher. | | An extension modification can include the following:  Students can begin the process of entering and completing the National History Day competition. | * [Resources/ SELECTING A TOPIC FOR A RESEARCH PAPER.doc](Resources/%20SELECTING%20A%20TOPIC%20FOR%20A%20RESEARCH%20PAPER.doc) * Handout about the Research Process, similar to 8th grade Language Arts: [The Research Process for Delta County 8th Graders.doc](Resources/The%20Research%20Process%20for%20Delta%20County%208th%20Graders.doc)   National History Day competition rule book   * [NHD2010rulebook.pdf](Resources/NHD2010rulebook.pdf)   The 2012-2013 theme and support:   * [2013NHDThemeSheet.pdf](Resources/2013NHDThemeSheet.pdf) * [2013SampleTopics.pdf](Resources/2013SampleTopics.pdf) * [2013NHD Curriculum Book.pdf](Resources/2013NHD%20Curriculum%20Book.pdf) * [NHD Presentation.pptx](Resources/NHD%20Presentation.pptx)   \*\* The PPT has a lot of examples for students to SEE what is possible  Future theme’s and NHD information can be found at [www.nhd.org](http://www.nhd.org) |

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| **Authentic Performance Task 2** | | | |
| **Outcomes Addressed in Authentic Performance Task 3** | 8 – Civics 4.1  e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change  8 – Civics 4.2   1. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good | | |
| **Description of Authentic Performance Task 3** | Develop a thesis: Students will individually develop and turn in a thesis statement that supports their idea/topic. The thesis should:   1. Take a position 2. The thesis should be specific and narrow enough to go in depth. 3. The thesis should answer: who, what, when, where, **how** and **why**. | | |
| **Length: 2 days (70 min block)** | | **Bloom’s Taxonomy Level: 3** | |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | [Resources/Unit 1 task 2 Scoring Guide.doc](Resources/Unit%201%20task%202%20Scoring%20Guide.doc) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| * Explaining * Questioning techniques | Differentiated Instruction strategy **Agenda**: these are personalized lists of talks that students must complete in a specified time, usually two to three weeks. Student agendas throughout a class will have similar and dissimilar elements. | An extension modification can include the following:  Students can begin the process of entering and completing the National History Day competition. | * [Resources/Comparing Thesis Statements.pdf](Resources/Comparing%20Thesis%20Statements.pdf) * [Resources/Developing a Thesis.pdf](Resources/Developing%20a%20Thesis.pdf) |

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| **Authentic Performance Task 3** | | | |
| **Outcomes Addressed in Authentic Performance Task 3** | Priority:  8 – History 1.1  c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry  8 – Civics 4.2   1. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good   Supporting:  8 – History 1.1  d. Construct a written historical argument on the use or understanding of primary and secondary sources | | |
| **Description of Authentic Performance Task 3** | CREATE A JOURNAL OF REFRENCES. As an individual, gather at least 2 references ( one primary & 1 secondary) that can be used to support your position in the National History Day theme. Create a summary of each article. With in the summary, include the following:  Primary:   * Is the article a primary or secondary source? * What type of document is it? i.e. Newspaper, map, Letter. * What is the date of the Document? * Who is the author of the document and what is his/her position? * List three things the author said that you feel are important to your position.   Secondary:   * Is the article primary of secondary * What is the main idea? * List three supporting details of the document | | |
| **Length: 2 days (70 min block)** | | **Bloom’s Taxonomy Level: 6** | |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** |  | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| * Review strategy on how to research.   Review note taking strategy  Review note taking strategy Review note taking strategy | Differentiated Instruction strategy **Agenda**: these are personalized lists of talks that students must complete in a specified time, usually two to three weeks. Student agendas throughout a class will have similar and dissimilar elements. | An extension modification can include the following:  Students can begin the process of entering and completing the National History Day competition. | * [Resources for Research.doc](Resources/Resources%20for%20Research.doc) * [Working with Sources HANDOUT.pdf](Resources/Working%20with%20Sources%20HANDOUT.pdf) * [Identifying Primary and Secondary Sources.pdf](Resources/Identifying%20Primary%20and%20Secondary%20Sources.pdf) * [Primary and Secondary Sources.pdf](Resources/Primary%20and%20Secondary%20Sources.pdf) * [Evaluating Web Sites.pdf](Resources/Evaluating%20Web%20Sites.pdf) * [Evaluating Web Sites pg2.pdf](Resources/Evaluating%20Web%20Sites%20pg2.pdf) |

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| **Authentic Performance Task 4** | | | |
| **Outcomes Addressed in Authentic Performance Task 4** | Priority Standards:  History 1.1 c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry  History 1.2 e. Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period | | |
| **Description of Authentic Performance Task 4** | CREATE 30 NOTE CARDS, AND 5 – 10 SOURCE CARDS. Now that students have some historical context on a topic, and have started developing a thesis, students need to decide if they are going to continue as an individual or in a group. Then students will actually complete thorough, in-depth research on the topic they have started studying in tasks 1 – 3. The research done in this Task is VERY important since it will lay the foundation for the next unit, completing a National History Day project (documentary, exhibit, paper, performance or website). | | |
| **Length: 5 – 10 days (70 minute blocks)** | | **Bloom’s Taxonomy Level:**  CRITIQUE, 6  EVALUATE, 5 | |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | I included 7th and 8th, so you can accommodate for students as needed:  [7th Grade Research Scoring Guide.doc](Resources/7th%20Grade%20Research%20Scoring%20Guide.doc)  [8th Grade Research Scoring Guide.doc](Resources/8th%20Grade%20Research%20Scoring%20Guide.doc) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 4** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| INDEPENDENT STUDY and INDIRECT INSTRUCTION | * The key will be to show as many EXEMPLARS as possible and SCAFFOLD assignments. Make sure you are checking in with students who need accommodations OFTEN. * Students can listen to a lot of articles on EBSCO instead of having to read them. * Students can take notes on a tablet or computer, or use the iPad/iPod app DragonDictation to speak notes into it, instead of writing them. | Encourage students who can to go above and beyond with research. Emphasize the value of primary resources, including videos and interviews. Questions to consider:   * Are there professionals I (students) could contact that would help me learn more about my topic? … That I could interview? \*\*If so remember to tape the interview – you can put that footage in your documentary or on your website. * Are there local museums or library resources I have not used or visited yet? * Are there national and global museums or libraries that could help you research? * Are there any field trips you could go on to help you?   Remember most of the students that compete at the state and national level have 20 to 30 page bibliographies. They LOVED their topics and wanted to know as MUCH as possible. Don’t limit students. | * [Beginning Research handout.pdf](Resources/Beginning%20Research%20handout.pdf) * [NotecardExemplar.doc](Resources/NotecardExemplar.doc) * [SourceCards.doc](Resources/SourceCards.doc)   + [MLA Style Works Cited Handout.doc](Resources/MLA%20Style%20Works%20Cited%20Handout.doc) * [Paraphrasing, Summarizing, and Quoting.pdf](Resources/Paraphrasing,%20Summarizing,%20and%20Quoting.pdf) * [Resources for Research.doc](Resources/Resources%20for%20Research.doc)   The NHD PowerPoint below is great to show the students the possibilities of NHD:   * [NHD Presentation.pptx](Resources/NHD%20Presentation.pptx) |

| **Overview of the Engaging Scenario** |
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| **Please answer the following questions in your description of the Engaging Scenario for this unit of study:**   1. **What is the situation?** 2. **What is the challenge?** 3. **What role(s) does the student assume?** 4. **Who is the audience (preferably an external audience)?** 5. **What is the product or performance the student will demonstrate and/or create?** |

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| **Interdisciplinary Connections** |
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| **Overall Reflections on the Instructional Unit** | |
| **Current Status** | **Changes to Implement** |
| Add exemplars |  |