

Grade 8 Themes in American History – Unit 1: Cultural Diversity and American Identity

Phoenixville Area School District

Stage 1 Desired Results			
	<i>Transfer</i>		
<p>Overarching PA Core Standards:</p> <p>8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C. Summarize how continuity and change have impacted U.S. history.</p> <p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth</p>	<p>TRANSFER GOALS</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. • Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. • Evaluate how individual and groups reflect, create, and change societal constructs and institutions. • Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary. 		
	<i>Meaning</i>		
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	<i>Knowledge and Skills Acquisition</i>		
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<p>and development of the U.S.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How the idea of government without representation can lead to conflict. • Ideas that lead to the creation of the United States government • How the United States grew and expanded into the country and world power it is today <p>VOCABULARY</p> <ul style="list-style-type: none"> • Loyalist • Compromise • Repeal • Bicameral • Petition • Checks and Balances • Separation of Powers • Patriot • Amendment • Propaganda • Electoral College • Ratify • Judicial Review • Manifest Destiny • Popular Sovereignty • Branches of Government 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing factors that contributed to cultural diversity in the United States. • Examining different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts. • Evaluating how the media has influenced cultural diversity and an American national identity.
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<p><i>Success Criteria:</i> -T-chart should list</p>	<p>PERFORMANCE TASK(S)</p> <p>Museum Display</p> <ul style="list-style-type: none"> • <i>Goal:</i> To prove whether the Boston Tea Party was Activism or Vandalism 	<p>Differentiation Considerations:</p>

	<p>the colonists' grievances and the steps they had taken before the night of December 16, 1773</p> <p>-Storyboard should show the events that happened on December 16, 1773</p> <p>-Written claim should show evidence defending or condemning Britain's treatment of the colonists after the Tea Party</p> <p>-Debating in class on</p>	<ul style="list-style-type: none">• <i>Role:</i> Historian• <i>Audience:</i> Muesum Curators• <i>Situation:</i> Show whether the Boston Tea Party Activism or Vandalism• <i>Product:</i> Create a T chart, story board, and written piece to support points	
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	Activism or Vandalism		
A M		<p>OTHER EVIDENCE</p> <p>Quizzes Three quizzes focusing on each of the main topic ideas in the unit</p> <ul style="list-style-type: none"> • Multiple Choice • Matching • True/False • Fill-in-the-Blank • Short Response <p>Unit Test Unit test covering all three topics from the unit</p> <ul style="list-style-type: none"> • Multiple Choice • Matching • True/False • Fill-in-the-Blank • Short Response 	Differentiation Considerations: