

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

Month	IB Unit Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
Sept October Nov	<p>U1: Rebels</p> <p>Essential Question</p> <p>When is it ok to go against authority, to question its motive and negative impacts it is having on your life.</p>	<p>Activities:</p> <p>Analyze the Text Annotations: Primary and Secondary Documents</p> <p>Concept Vocabulary and Word Study Key terms</p> <p>Taking Notes Guided note taking</p> <p>Communication Interactive Classroom discussions</p> <p>Formative: Connect: What you know to new information</p> <p>Respond: Check for understanding: Discussions of Unit info</p> <p>Compare and Contrast: Students life to those of the past, Civil War and Rev War</p> <p>Summative: Performance-Based Assessment Task Create google slide presentations</p>	<p>Communication I. Communication skills</p> <p>Social II. Collaboration skills</p> <p>Self-management III. Organization skills</p> <p>V. Reflection skills</p> <p>Research VI. Information literacy skills</p> <p>VII. Media literacy skills</p>	<p>Standards:</p> <p>REBELS:</p> <p>A. Rev War</p> <p>5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)</p> <p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p> <p>5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)</p> <p>B. Civ. War</p> <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)</p> <p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)</p> <p>IB Criterion and Strands:</p> <p>Criterion A: Knowing and understanding</p> <p>i. use vocabulary in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</p> <p>Criterion B: Investigating</p>

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

		<p>Performance-Based Assessment Task Speaking and Listening Focus: Present a google slide presentation. Share feelings of people of the past with their towards when it's ok to rebel against existing authority/government.</p>		<p>ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question Criterion C: Communicating i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task</p>
Month	IB Unit/Topic	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
<p>November December January</p>	<p>U2: Social Contract/ Government/ Independence</p> <p>Essential Questions</p> <p>What are you willing to give and expect for the welfare of yourself, family, and social group?</p> <p>What makes you independent/ self sufficient?</p>	<p>Activities:</p> <p>Analyze the Text Annotations: Primary and Secondary Documents</p> <p>Concept Vocabulary and Word Study Key terms, create list, learn meanings, use daily in context with lessons.</p> <p>Taking Notes Guided note taking</p> <p>Communication Interactive Classroom discussions</p> <p>Formative: Checks for understanding through daily class discussions.</p> <p>Quizzes: open note quizzes</p>	<p>Communication I. Communication skills</p> <p>Social II. Collaboration skills</p> <p>Self-management III. Organization skills IV. Affective skills V. Reflection skills</p> <p>Research VI. Information literacy skills VII. Media literacy skills</p> <p>Thinking VIII. Critical-thinking skills IX. Creative-thinking skills</p>	<p>Standards: SOCIAL CONTRACT 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution. GOVERNMENT (Self Govnt) 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C) 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>IB Criterion and Strands: Criterion A: Knowing and understanding i. use vocabulary in context</p>

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

		<p>Compare and contrast: forms of government Powers of our government</p> <p>Summative: Performance-Based Assessment Task Create a bill of rights document as each amendment pertains to students personal life.</p>		<p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</p> <p>Criterion B: Investigating</p> <p>ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task</p> <p>Criterion D: Thinking critically</p> <p>i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.</p>
Month	IB Unit/Topic	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
<p>February March</p>	<p>U 3: Reformers and the Industrial Revolution</p> <p>Essential Questions</p> <p>What changes need to be made for the welfare of our well being.</p> <p>How has technology impacted american history and your life?</p>	<p>Activities:</p> <p>Concept Vocabulary and Word Study Key terms, create list, learn meanings, use daily in context with lessons.</p> <p>Analyze Documents Annotations: Primary and Secondary Documents</p> <p>Communication Interactive Classroom discussions</p> <p>Formative: Support an argument: is tech harmful or helpful?</p> <p>Checks for understanding</p>	<p>Communication I. Communication skills</p> <p>Social II. Collaboration skills</p> <p>Self-management III. Organization skills IV. Affective skills V. Reflection skills</p> <p>Research VI. Information literacy skills VII. Media literacy skills</p> <p>Thinking VIII. Critical-</p>	<p>Standards:</p> <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>INDUSTRIAL REVOLUTION</p> <p>8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)</p>

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

		<p>through daily class discussions.</p> <p>Quizzes: open note quizzes</p> <p>Summative: Performance-Based Assessment Task</p> <p>Performance-Based Assessment Task</p> <p>Presentation on how a historical reform has impacted modern society</p> <p>Google slide presentation on pros and cons of technologies impact on American society of students personal life.</p>	<p>thinking skills IX. Creative-thinking skills X. Transfer skills</p>	<p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue</p> <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> <p>IB Criterion and Strands:</p> <p>Criterion A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>Criterion B: Investigating</p> <ul style="list-style-type: none"> iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation. <p>Criterion C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task <p>Criterion D: Thinking critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
Month	IB Unit/Topic	Assessments and Activities		Curriculum Standards and IB Criterion and Strands
April May	U 4: Westward Expansion	Activities:	Communication I. Communication	Standards: WESTERN EXPANSION

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

<p>June</p>	<p>Essential Questions</p> <p>How does moving impact people?</p> <p>Examining different perspectives, how can there be growth and destruction?</p>	<p>Concept Vocabulary and Word Study Key terms, create list, learn meanings, use daily in context with lessons.</p> <p>Analyze Documents Annotations: Primary and Secondary Documents</p> <p>Communication Interactive Classroom discussions</p> <p>Formative: Group discussion Comparison-and-contrast chart or venn diagrams Quizzes/checks for understanding Creating a map of US historical expansion</p> <p>Summative: Performance-Based Assessment Task Informative Speech On negative and positive impacts for movement on people who move Present an Informative Multimedia Presentation</p>	<p>skills</p> <p>Social</p> <p>II. Collaboration skills</p> <p>Self-management</p> <p>III. Organization skills</p> <p>IV. Affective skills</p> <p>V. Reflection skills</p> <p>Research</p> <p>VI. Information literacy skills</p> <p>VII. Media literacy skills</p> <p>Thinking</p> <p>VIII. Critical-thinking skills</p> <p>IX. Creative-thinking skills</p> <p>X. Transfer skills</p>	<p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> • territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196) • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164) • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164) • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the
--------------------	---	---	---	---

Course: Functional I &S / Life Skills Grade 8

Level: 8

Textbook/Instructional Materials: Various gathered material / Atlases / Media / 8th grade Gen Ed Text Book

				<p>Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)</p> <p>IB Criterion and Strands:</p> <p>Criterion A: Knowing and understanding</p> <ul style="list-style-type: none">i. use vocabulary in contextii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>Criterion B: Investigating</p> <ul style="list-style-type: none">iii. collect and record relevant information consistent with the research questioniv. reflect on the process and results of the investigation <p>Criterion C: Communicating</p> <ul style="list-style-type: none">i. communicate information and ideas with clarityii. organize information and ideas effectively for the task <p>Criterion D: Thinking critically</p> <ul style="list-style-type: none">i. identify the main points of ideas, events, visual representation or argumentsii. use information to give an opinioniii. identify and analyse a range of sources/data in terms of origin and purposeiv. identify different views and their implications.
--	--	--	--	--