

Condensed BUF: History and Social Science & Spanish Language Arts Unit 1

Grade: 8 th	Language: Spanish	Unit Number: 1
Unit Name: The Development of American Constitutional Democracy (1607-1789)		
Essential Questions: Why did the American Revolution occur, and how did it shape ideas about natural rights and individual freedoms? Who participated in the Revolution, and how did their actions and compromises influence its outcome? How did the colonial experience and the Revolution influence the creation of the Constitution and Bill of Rights, and how are those impacts still seen today?		

Unit Standards

[Link to Unpacked Standards into Outcomes Document for this Unit Here](#)

Content Standards: CA H-SS

History-Social Science Content Standards:

8.1 - Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 - Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 - Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.9 - Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

History and Social Sciences Analysis Skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Language Development Standards: For students that are identified as Spanish Language Learners, use the Marco de los estándares del Desarrollo auténtico del lenguaje Español de WIDA (Marco DALE) or your state’s Spanish Language Development Standards to determine the language development standards to embed in each instructional activity throughout the unit for:

- Estándar 1 del Marco DALE: El lenguaje para socializar y aprender (DALE-SA)
- Estándar 2 del Marco DALE: El lenguaje para las artes del lenguaje (DALE-AL)
- Estándar 5 del Marco DALE: El lenguaje para las ciencias sociales (DALE-CS)

Language Arts Standards	
CCSS Reading Standards: Literature	CCSS Writing Standards: Argument (Contemporary Relevance Essay)
RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. W.8.1.a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1.c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1.d - Establish and maintain a formal style. W.8.1.e - Provide a concluding statement or section that follows from and supports the argument presented. W.8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9. A - Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Listening and Speaking: SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations) emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. **CA**

Language:

- **L.8.1** Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.
 - **L.8.1b** - Conjugan y usan verbos en voz activa y pasiva.
 - **L.8.1c** - Conjugan y usan verbos en **modo indicativo**, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos

Unit Big Ideas

History-Social Science Big Ideas:

1. **I want my students to understand that the environmental and cultural characteristics of a region influence its economy, politics, and relationships with others.** (8.4.1; 8.4.4; 8.5.3; 8.9.6; Chronological and Spatial Thinking 1 & 3; Historical Interpretation 4) For example:
 - a. In England, limited land, a growing population, and commercial interests contributed to economic pressures and political motivations for colonization, including the search for new resources and markets.
 - b. In the American colonies, varied geography and cultural traditions led to regional economies—such as plantations in the South and shipping/commerce in the North—which shaped different political and social priorities and fueled growing tensions with Britain.
 - c. In the early United States, geographic expansion and regional specialization (e.g., slavery-based agriculture in the South vs. small farming and industry in the North) drove debates over federal power, economic policy, and expansion.
2. **I want my students to understand that the American Revolution was driven by growing tensions between British rule and emerging ideas about natural rights and self-government.** (8.1.1, 8.1.2, 8.1.3; Chronological and Spatial Thinking 1; Historical Interpretation 1 & 4). For example,
 - a. Enlightenment thinkers like John Locke argued that people have natural rights to life, liberty, and property, which inspired colonial leaders to question monarchical power.
 - b. The Great Awakening encouraged individuals to challenge religious and political authority, promoting ideas of moral equality and personal responsibility that contributed to revolutionary thinking.
3. **I want my students to understand that early American leaders argued that government exists to protect natural rights—and this belief shaped both the Declaration of Independence and the U.S. Constitution.** (8.1.4, 8.2.2, 8.2.4, 8.2.6, 8.4.4; Historical Interpretation 1; Research, Evidence, and POV 4; Historical Interpretation 2). For example,
 - a. The Declaration of Independence asserts that governments derive their power from the consent of the governed and must protect unalienable rights.
 - b. The Constitution includes structures like checks and balances and individual protections such as freedom of speech and religion to secure those rights and prevent tyranny.
4. **I want my students to understand that early Americans drew on past experiences and legal traditions to design a new system of government that balanced liberty and order** (8.2.1, 8.2.5, 8.2.7, 8.3.1; Historical Interpretation 3; Chronological and Spatial Thinking 2). For example,
 - a. The Magna Carta and the English Bill of Rights established the principle that rulers are subject to the law, a key idea adopted in American constitutional design.
 - b. Colonial documents such as the Mayflower Compact and early state constitutions provided models of representative government and individual protections that influenced national governance.

- 5. I want my students to understand that the founding of the United States involved complex compromises and intense debates about power, rights, and inclusion.** (8.2.3, 8.3.5, 8.2.4, 8.4.1; 8.5.3; Historical Interpretation 5; Research, Evidence, and POV 5). For example,
- a. Debates between Federalists and Anti-Federalists led to the addition of the Bill of Rights to ensure protections for individuals and states.
 - b. The Constitutional Convention included compromises such as the Three-Fifths Compromise and the division of powers between state and federal governments to address disagreements and preserve unity.
 - c. As new land was added to the colonies or what is now the United States, political divisions shifted and the government had to balance territorial expansion with political unity, often leading to new debates over slavery, statehood, and federal power.
- 6. I want my students to understand that not all people experienced the promises of the Revolution equally, and many groups participated in shaping its outcomes and challenging its contradictions.** (8.9.1-3 & 6, 8.3.5, 8.3.2; 8.5.3; Historical Interpretation 1 & 2; Research, Evidence, and POV 3 & 5; Chronological and Spatial Thinking 3). For example,
- a. Prior to the Revolution, free and enslaved Black Americans faced legal and social limitations on their freedom. Individuals such as Crispus Attucks and poet Phillis Wheatley contributed to the Revolution through sacrifice and advocacy, while early Black petitions for freedom began to challenge slavery's legitimacy.
 - b. Prior to the Revolution, women lacked political rights and were legally dependent on husbands or fathers. However, women such as Mercy Otis Warren and Deborah Sampson shaped the Revolution through political writing and military service, while many others supported boycotts and managed wartime households.
 - c. Native Americans, before and during the Revolution, were negotiating sovereignty and survival amid land encroachments. Figures like Joseph Brant (Thayendanegea) allied with the British to protect their nations' interests, while other Native groups tried to remain neutral or secure peace.
 - d. White men, especially property-owning colonists, had the most political power prior to the Revolution, but even among them, ideas about liberty evolved. White abolitionists like Benjamin Rush and religious groups like the Quakers pushed to align the Revolution's ideals with ending slavery.
- 7. I want my students to understand that early Americans developed systems—economic and informational—that helped unify the new nation and support democratic participation.** (8.3.3, 8.3.7; Historical Interpretation 6) For example,
- a. The Constitution created a common market by establishing interstate commerce clauses, a national currency, and “full faith and credit” between states, helping ensure economic stability and cooperation.
 - b. A free press was seen as essential to informing the public and holding leaders accountable; newspapers played a vital role in political debate and shaping public opinion.
 - c. Americans made decisions about economic and political issues based on the perceived costs and benefits, such as debates over tariffs, land sales, or infrastructure projects.

History and Social Sciences Skills Big Ideas:

- 1. I want my students to understand that historical events are shaped by when and where they happened, and by the decisions, mistakes, and actions of people in those contexts.** (Chronological and Spatial Thinking 1, 2, 3; Historical Interpretation 1, 4; Research, Evidence, and Point of View 5) For example,
 - a. The Proclamation of 1763 restricted colonial expansion west of the Appalachian Mountains, frustrating settlers and feeding into revolutionary tensions.
 - b. Shays' Rebellion occurred in a fragile post-war economy under the Articles of Confederation, highlighting weaknesses in national governance and leading to calls for a new Constitution.
 - c. The geographic isolation of frontier settlements contributed to differing political priorities between urban and rural Americans.
 - d. Historians continue to re-interpret the actions of individuals like Benedict Arnold—not simply as a traitor, but as someone shaped by economic, personal, and political pressures.
- 2. I want my students to understand that we study history by asking good questions, using credible evidence, and considering multiple perspectives—because people experienced the same events differently and historians' views can change over time.** (Research, Evidence, and Point of View 1, 2, 3, 4, 5; Historical Interpretation 5). For example,
 - a. A Loyalist might describe the Boston Tea Party as a criminal act, while a Patriot might describe it as a courageous protest.
 - b. Abigail Adams's letters reveal women's perspectives during the Revolutionary period, challenging dominant male-centered narratives.
 - c. Early U.S. treaties with Native nations, such as the Treaty of Fort Stanwix, look different when read from Haudenosaunee versus federal perspectives.
 - d. Historians have debated whether the Constitution was designed to protect liberty or preserve elite power—showing how interpretations shift over time and depend on which sources are emphasized.
 - e. Evaluating the credibility of the Federalist Papers vs. Anti-Federalist writings helps students understand differing views on federal power and the need for a Bill of Rights.
- 3. I want my students to understand that identifying causes and effects—and recognizing patterns of continuity and change—helps explain how and why constitutional democracy developed and what its lasting legacies are.** (Historical Interpretation 2, 3, 6; Chronological and Spatial Thinking 1; Research, Evidence, and Point of View 3) For example,
 - a. Enlightenment principles, colonial experiences with self-government, and reactions to British policies all helped shape the Declaration of Independence.
 - b. The failure of the Articles of Confederation led to debate over the balance of power in the Constitution, reflecting both short- and long-term causes.
 - c. The pattern of resistance movements (e.g., Shays' and the Whiskey Rebellions) reveals the tensions between liberty and order in early U.S. governance.
 - d. Continuities, like land ownership requirements for voting, show how democracy was limited despite revolutionary ideals.

- e. Changes, such as the banning of slavery in the Northwest Territory or the inclusion of religious freedom in early state constitutions, reflect expanding (and contested) views of rights.

Language Arts Big Ideas: I want students to understand that when reading complex, grade-level **literature** (historical fiction; RL.8.10), it is important to

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RL.8.1)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot (RL.8.2)
- Provide an objective summary of the text (RL.8.2)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)
- Analyze how differences in the points of view of the characters and the audience or reader (RL.8.6)
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (RL.8.6)
- Draw evidence from literary texts to support analysis, reflection, and research (W.8.9.a).

...to be able to write a **contemporary relevance argument** (W.8.1, W.8.4) that justifies whether the ideals and rights established during the American Revolution are still relevant today by

- Introducing a claim(s), acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically. (W.8.1.a)
- Supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b; W.8.7, W.8.8)
- Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)
- Establishing and maintaining a formal style (W.8.1.d)
- Providing a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Performance-Based Summative Assessment

For the summative assessment, students will synthesize their learning from the unit—including investigative research, historical fiction reading, and argument writing—to create and present a **museum-style exhibit that answers the unit’s essential questions**. In this performance task, students, working individually or in small groups, will assume the role of a historical figure from 1607–1789. They will curate artifacts, explain key events and debates from the perspective of their chosen figure, and connect those experiences to current issues of rights, representation, and justice. Students will conclude the project by stepping out of character to personally reflect on the legacies of the American Revolution and the continued work of constitutional democracy.

As a class, students will also identify an authentic audience for the exhibit and ensure that the content is tailored to that audience.

Museum-Style Exhibit Components

1. Historical Role and Profile

- Select a real person or a historically grounded composite character from early America (1607–1789).
- Create a short “Who am I?” introduction that explains:
 - What the person believed about rights, freedom, and government.
 - How they participated in shaping America’s foundations.
 - One key event, law, or idea they were connected to.

2. Museum Exhibit Content

- Highlight 2–3 artifacts, quotes, events, or visuals that represent the historical figure’s experience.
- For each, provide a modern-day connection:
 - How does this idea or struggle show up in today's world?

3. In-Character Reflection: “If I Could Speak Today...”

- From the figure’s point of view, share a short reflection reacting to the United States today:
 - What would they celebrate?
 - What would they challenge?
 - Would their hopes be fulfilled or still unfinished?

4. Personal Reflection: Stepping Out of Character

- Reflect personally: What does this history help me understand about democracy, rights, and justice today?
 - What rights matter most to you and why?
 - Who do you think still feels excluded today—and what should be done?
 - What kind of change-maker do you want to be?

5. Audience and Presentation

- As a class, identify a meaningful audience for the exhibit (e.g., another grade level, parents, community), answering the question “Who needs to hear these voices from history—and why?”
- Tailor the presentation—whether digital, physical, or interactive—to engage that audience meaningfully.

Optional Formats and Tools for Student Expression

Students may include:

- Visuals (drawings, printed images, or digital art)
- Timelines of rights and freedoms
- Audio or video clips from the historical figure’s point of view
- A “Dear America” letter from the historical figure to the present-day public

Unit Flow Chart

Unit Launch: Initial Oracy for History-Social Science

Students will develop oracy and background knowledge around the political, economic, and regional dynamics that shaped life in the British colonies.



Inquiry 1: Roots of the American Revolution

Why was there an American Revolution?

Students draw on the oracy skills developed during the unit launch (and build on them as needed) to ask questions that guide their inquiry into the roots of the American Revolution. They identify and analyze key events that shaped colonial resentment, influenced revolutionary thinking, and fostered a shared colonial identity that laid the groundwork for revolution. Through student-driven questions, they explore events such as:

- The Great Awakening
- The rise of communication networks
- British taxation, military presence, and restrictions on westward expansion following the French and Indian War

As students engage in inquiry, they will read texts (informative and literary) to build knowledge about the history-social science topic and writing about the history-social science topic. Language, Speaking and Listening, and Language Development Standards are identified and integrated by the teacher and based on student need.

Inquiry 2: Principles of the American Revolution

How did the American Revolution develop the concept of natural rights?

Who participated in the American Revolution, and how did their participation shape the outcome?

Students continue to develop oracy and background knowledge as appropriate to ask questions that guide their inquiry into the principles of the American Revolution. Students analyze how the language of the Declaration of Independence and its preamble drafts unified the colonies around liberty, equality, and self-government. They will trace key turning points in the war and examine the leadership and lasting contributions of key historical figures. Students will also explore how revolutionary ideals inspired diverse groups within the colonies and around the world.

Using historical fiction texts set in colonial America between 1607-1789...

Oracy Reading Specific Literary

Texts: Students build oracy around the language of the reading standards AND the content compatible and content obligatory language in the text in anticipation of formal reading instruction.

Reading and Responding to

Literary Texts: Students engage in formal reading instruction, using literary texts, specifically, historical fiction, and focusing on the skills and expectations of the literature reading standards. Students respond to text both orally and in writing.

Language, Speaking and Listening, and Language Development Standards are identified and integrated by the teacher and based on student need.

As students engage in inquiry, they will read texts (informative and literary) to build knowledge about the history-social science topic and writing about the history-social science topic. Language, Speaking and Listening, and Language Development Standards are identified and integrated by the teacher and based on student need.		
Inquiry 3: Legacies of the American Revolution <i>What were the legacies of the American Revolution?</i> <i>How did compromises among groups impact the outcome of the Revolution?</i> This sequence examines how revolutionary ideals became lasting institutions and how the founding documents of the United States reflect both lofty goals and deep contradictions. Students build oracy and background knowledge as appropriate and use their own questions to explore how Enlightenment ideas, British traditions, and colonial self-governance shaped the Constitution. They also analyze how various voices shaped and challenged exclusion in the founding documents and examine the ongoing impact of constitutional design on life today.		
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Writing		
Using evidence gathered throughout the unit students will write a contemporary relevance argument requiring them to draw connections between historical concepts and present-day concerns in response to the question: <i>Are the ideals and rights established during the American Revolution still relevant today?</i>		
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Performance-Based Summative Assessment		
Using knowledge from the unit, students will assume the role of a historical figure from 1607–1789 who contributed to American democracy. Individually or in groups, they'll create a museum-style exhibit featuring a brief biography, key contributions, a central issue or debates in which they were involved, and its connection to a present-day concern. After presenting, students will reflect on how Revolutionary-era ideals and tensions continue to influence their lives. This culminating task encourages creative application of knowledge and deepens understanding of the Revolution's lasting impact. As a result, students will answer the unit's essential questions.		

Unit Storyline

History–Social Science

History–Social Science and Spanish Language Arts in eighth grade will begin with an in-depth study of the major ideas, issues, and events that shaped the founding of the United States. Viewed through the lens of diverse individuals and communities between 1607 and 1789, students will explore the evolving meanings of freedom, equality, and liberty, and how these ideals are reflected in the Declaration of Independence and the Constitution. They will also examine how the geography of the Atlantic seaboard influenced patterns of settlement, movement, conflict, and cooperation. As they investigate this era, students will build foundational historical knowledge while applying the disciplinary thinking skills that will guide their learning throughout the year.

Social Science Inquiry

This unit, like all eighth-grade History–Social Science and Spanish Language Arts units, is grounded in an inquiry-based approach that invites students to explore social science content through meaningful questions and purposeful investigation. Using the Inquiry Arc as a framework, students will engage with disciplinary concepts while developing historical thinking skills. Their inquiry will begin with collaborative question development and planning, followed by the gathering and evaluation of relevant sources. Students and educators may consult resources such as [*Revolución estadounidense: Una visión general de la Guerra de independencia de los Estados Unidos y su impacto en la historia del país*](#); [*Historia de los Estados Unidos: Una guía fascinante de la historia de América, que incluye eventos como la revolución americana, la Guerra franco-india, el motín del té de Boston, y Pearl Harbor*](#); as well as online resources from the [Library of Congress](#), the [National Humanities Center](#), [History.com](#) or [icivics.org](#). Throughout the process, students will analyze evidence to support their conclusions, revise their questions as needed, and consider how their findings can be communicated or acted upon. In this way, students will not only learn about history—they will learn to think, read, and reason like historians and social scientists.

Integrated Instructional Sequences

This unit will unfold through three connected instructional sequences that integrate historical content, disciplinary thinking, reading, and writing. Each sequence will build in complexity and independence, supporting students as they deepen their understanding of the American Revolution and apply it to the essential questions that anchor the unit.

Instructional Sequence 1: Roots of the American Revolution (8.1.1; 8.4.1 & 4; 8.5.3; 8.9.6; Chronological and Spatial Thinking 1-3; Research, Evidence, and Point of View 1-3; Historical Interpretation 1-3, & 6)

The unit will begin with a return to familiar ground: the early American history students explored in fifth grade. Centered on the question *Why was there an American Revolution?*, this sequence invites students to revisit and expand their understanding of the political, economic, and regional dynamics that shaped life in the British colonies.

By developing supporting questions to guide their inquiry, students will identify and analyze key events leading up to the war, perhaps constructing a timeline paired with short reflections on each event's significance. They will examine how the Great Awakening influenced revolutionary thinking by analyzing sermons from figures like George Whitefield and Jonathan Edwards. As they study the aftermath of the French and Indian War, students will consider how British taxation, military presence, and restrictions on westward expansion shaped colonial resentment. These growing tensions—alongside the rise of communication networks and thinkers such as Thomas Paine— will help students understand how a shared colonial identity emerged and laid the groundwork for revolution.

Instructional Sequence 2: Principles of the American Revolution (8.1.2-4; 8.2.3 & 4; 8.4.1; 8.5.3; 8.9.1-3 & 6; Chronological and Spatial Thinking 1-3; Research, Evidence, and Point of View 1-3; Historical Interpretation 1-6)

Next, students will explore the ideas that defined the Revolution through two questions: *How did the American Revolution develop the concept of natural rights?* and *Who participated in the American Revolution, and how did their participation shape the outcome?*

Relying on student-generated guiding questions to continue to support inquiry, students will closely analyze the Declaration of Independence, comparing early drafts of the preamble and considering how language was used to unify the colonies under shared ideals of liberty, equality, and self-government. They will trace key turning points in the war and study the roles of influential leaders—including George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and Alexander Hamilton—examining both their wartime leadership and their contributions to the new nation. Students will also investigate how revolutionary ideals inspired diverse groups, including African Americans, Native Americans, and international allies, and how the war's influence extended beyond the colonies to movements in places like France and Haiti.

Instructional Sequence 3: Legacies of the American Revolution (8.2.1-2 & 4-7; 8.3.1-3 & 5-7; 8.4.1; 8.5.3; 8.9.2-3 & 6; Chronological and Spatial Thinking 1-3; Research, Evidence, and Point of View 1-3; Historical Interpretation 1-6)

In the final sequence, students will explore the question *What were the legacies of the American Revolution?* and consider *How did compromises among groups impact the outcome of the Revolution?* This sequence will focus on how revolutionary ideals were transformed into lasting institutions—and how the founding documents of the United States reflect both visionary aspirations and historical contradictions.

Using student-generated questions to guide and sustain inquiry, students will examine how Enlightenment philosophy, British political traditions, and colonial practices of self-governance influenced the framing of the U.S. Constitution. They will study the shortcomings of the Articles of Confederation and analyze the debates and compromises at the Constitutional Convention, including those that upheld the institution of slavery. To guide their discussions and data analysis students may pose and consider challenging questions such as: *How could a government founded on liberty allow slavery to continue? What were the long-term costs of those compromises?*

Students will also examine how women and other groups were excluded from political participation and explore voices, such as Abigail Adams', that challenged these limitations. The sequence will conclude with a study of the Constitution's design, including the system of checks and balances, the Bill of Rights, and the amendment process. Students will reflect on the ongoing relevance of these structures and how constitutional principles continue to shape life in the United States today.

Reading

Throughout the unit, students will read both literary and informational texts to build content knowledge and strengthen reading comprehension. Historical fiction (literary text) set between 1607 and 1789 will serve a dual purpose: They will illuminate the historical context and provide a foundation for explicit reading instruction aligned with CA CCSS Reading Literature (RL) standards.

Through the use of comprehensive literacy routines—such as read-alouds, mini-lessons, small-group instruction, and partner reading—students will engage with diverse perspectives that bring the Revolutionary era to life. Texts may include [*El Español* by Jorge Molist *](#), [*Vae Victus* by Albert Sánchez Piñol*](#), [*El Fuerte de la Florida* by Santiago Mazarro](#), [*Nuestro Ruiz de Padrón: El discurso de Filadelfia* by Manuel Mora Morales*](#), [*Sangre en el Río: James Town, 1607* by Elisa Carbone*](#), and [*El Signo del Castor* by Elizabeth George Speare*](#).

As they read, students will cite textual evidence (RL.8.1), identify central themes and ideas (RL.8.2), and summarize clarity. They will also determine the meaning of words and phrases in context, including figurative language (RL.8.4), analyze point of view (RL.8.6), and evaluate how modern fiction builds on historical themes (RL.8.9). Reading instruction will follow a gradual release model (I Do, We Do, Pair Do, You Do) to support students' development of fluency, comprehension, and independence.

Writing

To synthesize their learning, students will write a **contemporary relevance argument** in response to the question: *Are the ideals and rights established during the American Revolution still relevant today?*

This writing task will require students to draw connections between historical concepts and present-day concerns. Using evidence gathered throughout the unit—including primary sources, literary texts, class discussions, and personal reflection—students will construct a well-reasoned argument that demonstrates both historical understanding and civic awareness (W.8.4, W.8.7, W.8.8).

Aligned with CA CCSS Writing Standard W.8.1, students' contemporary relevance argument will introduce and support claims with logical reasoning and relevant evidence (W.8.1a–b), organize ideas clearly (W.8.1c), maintain a formal style (W.8.1d), and include an effective conclusion (W.8.1e). Teachers will use comprehensive literacy routines, such as mini-lessons, and small group instruction, to model and scaffold the writing process, incorporating digital tools for drafting, revising, and publishing (W.8.5, W.8.6).

Language and Speaking & Listening

Throughout the unit, students will engage in language-rich, collaborative experiences that support the integration of grade-level Language and Speaking & Listening standards. Instruction in word recognition will follow an explicit, systematic sequence and be embedded in the language of the unit, drawing on vocabulary introduced throughout oracy, inquiry, reading, and writing activities.

Instruction will align with the guidance in the CA CCSS Spanish Language section, which identifies skills specific to the Spanish language. Teachers will determine when and how to embed and address particular standards based on students' language proficiency and prior knowledge, ensuring instruction is both responsive and purposeful.

Performance-Based Summative Assessment

To conclude the unit, students will take on the role of a historical figure who lived between 1607 and 1789 and contributed to the development of American democracy, inviting stakeholders that students believe would benefit from hearing their perspective. Working individually or in small groups, students will design a museum-style exhibit that presents a brief biography, highlights the figure's key contributions, explores a central issue or debate in which they were involved, and draws a connection between that issue and a present-day concern.

After presenting their exhibit, students will step out of character to reflect on how the ideals and tensions of the Revolutionary era continue to shape their lives today. This culminating task will invite students to apply their knowledge in creative and authentic ways, deepening their understanding of the American Revolution as both a historical turning point and a living legacy. As a result of students' experience with the unit and the summative assessment, students exhibit will answer the unit's essential questions.

***Disclaimer:** The texts included in this unit have been suggested by librarians or collected from other sources. These texts have not been vetted for content or readability level. They are not an exhaustive nor recommended list; they have been included as samples to confirm that texts on the topic and in the genre are available in the language of instruction. The district is responsible for obtaining and vetting texts for this unit.

Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension - Using strategies such as Concept Attainment, Sorts, Sentence Prompts, TPR, Adapted Reader Theater (ART), etc., students develop initial oracy and background knowledge. Throughout the unit, oracy for academic language found in informational texts, reading, and writing skills from the language of the standards, and content-specific academic language continue to be developed. (See the Reading Comprehension, Writing, and Content section below).

Strategies to use may include:

- Concept Attainment (p.81-82): Through analysis of a series of images shared by the teacher, students will attain the concepts of environmental and cultural characteristics and describe elements of each.
 - Images for: el clima, la relieve/la geografía física, la flora, la fauna, los recursos naturales, los riesgos naturales, los cuerpos de agua; la lengua/el idioma, la religión y las creencias, las tradiciones, los costumbres, las celebraciones, los valores, las normas, el vestimento, la alimentación, la organización social, la educación, la tecnología, las herramientas.
- Sentence Prompts (p. 83): with images used to scaffold students in producing complete sentences when observing examples of environmental and cultural characteristics.
 - *En la columna a la izquierda observo...*
 - *En la columna a la derecha observo....*
 - *En las dos imágenes de la columna a la izquierda observo...*
 - *En las dos imágenes de la columna a la derecha observo....*
 - *En la imagen en la columna a la izquierda ahora noto que...*
 - *En la imagen en la columna a la derecha ahora noto que..*
 - *En la columna anaranjada veo...*
 - *En la columna morada veo..*
 - *Las imágenes en la columna izquierda/anaranjada se relacionan en que...*
 - *Las imágenes en la columna derecha/morada se relacionan en que...*
 - *En la imagen observo...*
 - *Por lo tanto, pienso que pertenece a la columna __ porque __.*
 - *Todas las imágenes del lado izquierdo son ejemplos de...*
 - *Todas las imágenes del lado derecho son ejemplos de...*
- Total Physical Response (p. 81): Receptive and productive language will be developed around academic terms associated with environmental and cultural characteristics.
 - *Las características ambientales: clima, la geografía, los recursos naturales, la flora y la fauna*
 - *Las características culturales: el idioma que hablan, las tradiciones y celebraciones, la religión, la música, el arte, la comida, las normas sociales y los valores de la sociedad.*
- Adapted Reader's Theater (p.81-82): Through the teacher's narration and the active participation of the students (via movements, images, etc.), The students understand the concepts and acquire receptive language (and when appropriate, also productive language)

on the concepts of cultural and environmental characteristics and how they impact the economy, politics and regional dynamics of a place and group of people.

- Las **características ambientales** son las partes de la naturaleza de un lugar. Incluyen cosas como el clima (si hace calor o frío, si llueve mucho o poco), la geografía (montañas, ríos, llanuras, costas, desiertos), los recursos naturales (minerales, carbón, agua, madera de los bosques) y la flora y fauna, es decir, las plantas y los animales que viven allí.
- Las **características culturales** son las formas de vida de un grupo de personas. Incluyen el idioma que hablan, las tradiciones y celebraciones, la religión, la música, el arte, la comida, así como las normas sociales y los valores de la sociedad.
- Las **características ambientales y culturales** afectan lo que las personas producen, compran y venden. Esto se llama **la economía**.
- Las decisiones sobre cómo usar los recursos, qué leyes tener, cómo vivir y quién tiene el poder para tomar las decisiones para el grupo se llaman **la política**.
- La **economía y la política** de un lugar afectan cómo las personas comparten o compiten por los recursos y cómo se relacionan con otros grupos. A esto se le llaman las **interacciones regionales**.

Oracy begins with initial content oracy development, then continues throughout the unit so that students develop more complex oracy necessary for further inquiry. In reading, oracy is developed around the language of the reading standards as well as any additional terms or concepts necessary to comprehend a specific text prior to reading.

[Click here \(or scan the QR code\) to access the outcomes used to plan the oracy activities above.](#)



Reading Comprehension: While students will read both informative and literary texts throughout the unit, literary text, specifically, historical fiction texts set between 1607-1789 will be used for two purposes:

- (1) illuminate the historical context leading up to the American Revolution from multiple perspectives,
- (2) to apply the skills of the reading standards listed below (orally and in writing),

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Content: In this unit, students will engage in three investigations to build knowledge about the Development of American Constitutional Democracy (1607-1789) including the major ideas, issues, and events that shaped the founding of the United States. Each investigation is described below. It is important to note that every time students are exposed to new concepts and language; oracy and

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor

RL.8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9. A - Apply grade 8 Reading standards to literature

[Click here \(or scan the QR code\) to access the outcomes for these reading standards.](#)



Historical Fiction texts (inclusive of the Revolutionary Era) may include:

- [El Español by Jorge Molist](#)
- [Vae Victus by Albert Sánchez Piñol](#)
- [El Fuerte de la Florida by Santiago Mazarro](#)

background knowledge are first developed (see Building Oracy and Background Knowledge).

Inquiry 1: Using the essential question ‘*Why was there an American Revolution?*’ to anchor their investigation, students will ask additional follow up questions to guide their inquiry into the roots of the American Revolution. Students will use a variety of resources, such as informational texts, videos, and other reliable sources to identify and analyze key events that shaped colonial resentment, influenced revolutionary thinking, and fostered a shared colonial identity that laid the groundwork for revolution. Key events to explore include:

- The Great Awakening
- The rise of communication networks
- British taxation, military presence, and restrictions on westward expansion following the French and Indian War

Standards for Inquiry 1: 8.1.1; 8.4.1-2; 8.9.5; Chronological and Spatial Thinking 1-3; Research, Evidence, and Point of View 1-3; Historical Interpretation 1-3, & 6

- [*Sangre en el Río: James Town, 1607* by Elisa Carbone](#)
- [*El Signo del Castor* by Elizabeth George Speare.](#)
- [*Nuestro Ruiz de Padrón: El discurso de Filadelfia* by Manuel Mora Morales](#)

Literature circles provide a structured yet student-centered approach to promoting inquiry, engagement, and deeper understanding of historical content through literature. Students may select one of the texts listed above, each offering a unique perspective on the Revolutionary era. Within their literature circles, students will engage in rich, collaborative discussions that deepen comprehension and allow them to analyze themes, characters, and historical context through multiple lenses.

In addition to in-group dialogue, students will participate in cross-group exchanges to share insights from their respective texts, supporting synthesis across sources and perspectives. This fosters a more nuanced understanding of the era while strengthening critical thinking, empathy, and academic conversation skills.

Throughout the process, the teacher can infuse explicit reading instruction aligned with the unit's reading standards. Instruction may be delivered to the whole class as needed or tailored to specific groups of students to address targeted skills and support equitable access to complex texts.

Explicit reading instruction will include Comprehensive Literacy strategies and routines such as:

- Minilessons
- Modeled/Shared Reading
- Independent Reading & the Say Something or Write Something Strategy (p.95)
- Small group instruction, such as strategy groups
- One-on-one conferring
- Paired or partner reading
- Interactive Read Aloud

Speaking & Listening Standards

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Inquiry 2: Using the essential questions *How did the American Revolution develop the concept of natural rights?* and *Who participated in the American Revolution, and how did their participation shape the outcome?* to anchor their investigation, students will ask additional follow up questions to guide their inquiry into the principles of the American Revolution. Students will use a variety of resources, such as informational texts, videos, and other reliable sources to:

- Analyze how the language of the Declaration of Independence and its preamble drafts unified the colonies around liberty, equality, and self-government
- Trace key turning points in the war and examine the leadership and lasting contributions of key historical figures
- Explore how revolutionary ideals inspired diverse groups within the colonies and around the world.

Standards for Inquiry 2: 8.1.2-3; 8.2.3-4; 8.4.1; 8.9.1-4; Chronological and Spatial Thinking 1-3; Research,

• (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • © Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • (d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations) emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Evidence, and Point of View 1-3; Historical Interpretation 1-3, & 5-6 Inquiry 3: Using the essential questions <i>What were the legacies of the American Revolution?</i> and <i>How did compromises among groups impact the outcome of the Revolution?</i> to anchor their investigation, students will ask additional follow up questions to guide their inquiry into the legacies of the American Revolution. Students will use a variety of resources, such as informational texts, videos, and other reliable sources to: • Examines how revolutionary ideals became lasting institutions in the United States • Determine how the founding documents of the United States reflect both lofty goals and deep contradictions. • Explore how Enlightenment ideas, British traditions, and colonial self-governance shaped the Constitution • Analyze how various voices shaped and challenged exclusion in the founding documents and examine the ongoing impact of constitutional design on life today.
Writing: Throughout this unit, students will engage in a variety of writing experiences to • Gather and collect notes from inquiry and research (W.8.7 & W.8.8 - please see content section to the right) about the historical events leading to and key principles of the Revolutionary war, and legacies of the American Revolution • Demonstrate the application of the skills of the reading standards while reading or after reading a text (W.8.9.A – please see reading comprehension above) • Organize, draft, and revise a formal contemporary relevance argument (W.8.1) where students use evidence gathered throughout the unit—including primary sources, literary texts, class discussions, and personal reflection—to answer the question: <i>Are the ideals and rights established during the American Revolution still relevant today?</i> The varied writing experiences will incorporate the writing standards below: W.8.1 - Write arguments to support claims with clear reasons and relevant evidence. W.8.1.a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	

W.8.1.c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.d - Establish and maintain a formal style.

W.8.1.e - Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[Click here \(or scan the QR code\) to access the outcomes for these writing standards.](#)



Standards for Inquiry 3: 8.2.1-2 & 4-7; 8.3.1-6; 8.4.1; 8.9.2-4; Chronological and Spatial Thinking 1-3; Research, Evidence, and Point of View 1-3; Historical Interpretation 1-6

For each of the investigations described above, students and educators may consult texts and other reliable resources such as (thoughtful translation should be considered for resources used with students that are only available in English):

- [*Revolución estadounidense: Una visión general de la Guerra de independencia de los Estados Unidos y su impacto en la historia del país*](#)
- [*Historia de los Estados Unidos: Una guía fascinante de la historia de América, que incluye eventos como la revolución americana, la Guerra franco-india, el motín del té de Boston, y Pearl Harbor*](#)
- [Library of Congress](#)
- [National Humanities Center](#)
- [History.com](#)
- [icivics.org](#).

Prior to reading a text for inquiry, oracy is also developed on language that is unfamiliar to the students ensure comprehension.

Explicit writing instruction will include Comprehensive Literacy strategies and routines such as:

- Modeled and shared writing
- Mini lessons
- Interactive Writing
- Independent writing
- Interactive proofreading, editing, and revising

Foundational Skills and Fluency: Word Recognition – The teacher identifies the foundational skills and language standards according to the student's needs (using the data gathered from the unit's various reading and writing activities) and the sequence of systematic instruction adopted by the program/school. Word study instruction is taught within the meaningful context of the unit topic, utilizing familiar vocabulary and terms to exemplify and explicitly practice foundational skills and language standards, and can be delivered in the whole group, small group, or individually.

For example, Language standards that can be addressed include:

- **L.8.1** Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.
 - **L.8.1b** - Conjugan y usan verbos en voz activa y pasiva.

Voz activa - El sujeto realiza la acción

- Los colonos **desafiaron** al gobierno británico.
- George Washington **lideró** el ejército continental.
- Thomas Jefferson **escribió** la Declaración de Independencia.
- Las tropas británicas **atacaron** a los rebeldes en Lexington.
- El Congreso **aprobó** la independencia en 1776.

Voz pasiva - El sujeto recibe la acción; se usa el verbo *ser* + participio pasado

- El gobierno británico **fue desafiado** por los colonos.
- El ejército continental **fue liderado** por George Washington.
- La Declaración de Independencia **fue escrita** por Thomas Jefferson.
- Los rebeldes **fueron atacados** en Lexington por las tropas británicas.
- La independencia **fue aprobada** por el Congreso en 1776.

[Click here \(or scan the QR code\) to access the outcomes for the History-Social Science and Skills standards.](#)



Speaking & Listening Standards

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their

○ L.8.1c - Conjugan y usan verbos en modo indicativo, imperativo y subjuntivo, así como el tiempo condicional y los pronombres interrogativos Presente (hechos actuales o descripciones) - Los estudiantes aprenden sobre la Revolución Americana en la escuela. - La Declaración de Independencia representa los ideales de libertad. - George Washington es considerado el padre de la nación. Pretérito (acciones completadas en el pasado) - Las colonias declararon su independencia en 1776. - Los soldados lucharon en la batalla de Saratoga. - Thomas Jefferson escribió el borrador de la Declaración de Independencia. Imperfecto (acciones habituales o descripciones en el pasado) - Los colonos pagaban altos impuestos a Inglaterra. - El ejército continental tenía pocos recursos. - Los líderes patriotas se reunían en secreto para planear la independencia. Futuro (acciones que sucederán) - Los estudiantes investigarán las causas de la Revolución. - La clase visitará un museo de historia colonial. - Los alumnos presentarán sus proyectos sobre los líderes revolucionarios. Word recognition teaching strategies are used to work on these standards, asking students to apply them in their reading and writing and as they engage in inquiry: - Mini lessons - Dictado (p. 119, 126-129) - Individual conferences - Modeling through shared writing	own views in light of the evidence presented. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations) emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a) Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA
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Performance-Based Summative Assessment - In the performance-based summative assessment for this unit, students will use what they have learned to assume the role of a historical figure from 1607–1789 who contributed to American democracy. Individually or in small groups, they will create a museum-style exhibit featuring a brief biography, key contributions, a central issue or debate involving the figure, and connections to present-day concerns. After presenting their exhibit, students will step out of character to reflect on how Revolutionary-era ideals and tensions continue to shape their lives today, thus answering the units’ essential questions. As a class, they will identify an authentic audience for the exhibit, determine who needs to hear the information and why, and tailor their content accordingly.

The Bridge

The Bridge									
Bridge - Transfer Side by Side Steps 1, 2, 3, 4	Bridge-Transfer Practice Step 6	Bridge: Contrastive Analysis Así-se-dice Step 5							
Set up the chart paper: Make a T-Chart and label the left side <i>Español</i> in green and the right-side English in blue. • Step 1: Review the TPR with the key vocabulary from the unit (as students gathered information throughout the unit, TPR may have been added) • Step 2: Elicit key vocabulary from the students based on what they learned in the unit and write those words in the <i>Español</i> side of the chart. • Step 2 (continued): Engage students in using the list in an LEA to write a brief paragraph that includes some the key terminology and highlights a key idea students learned from the unit. • Step 3: Practice key vocabulary in English using the same TPR and images	Most secondary programs do not include transfer practice in English in order to protect Spanish time given that only a few courses are taught in Spanish. However, if transfer practice time were feasible and it did not take away from Spanish time, students would engage in activities to practice using the key vocabulary transferred in all four language domains: listening, speaking,	Metalinguistic Skills: While the following are <u>possible</u> teaching points planned by the teachers, the teachers also accept and highlight the areas of contrastive analysis noticed by the students. While several are planned below, usually only one is selected. Phonology – In Spanish, each vowel has one stable sound. In English, vowels are unpredictable: they can make different sounds and have many spelling patterns for the same sound (and sometimes include consonants). This is an example of how Spanish and English differ. <table><tr><th>Español (each vowel only makes one sound; the sound each vowel makes is always the same)</th><th>English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))</th></tr><tr><td>La soberanía</td><td>Sovereignty (sov-er-eign-ty; eig makes the sound ‘i’)</td></tr><tr><td>La autoridad</td><td>Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)</td></tr></table>		Español (each vowel only makes one sound; the sound each vowel makes is always the same)	English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))	La soberanía	Sovereignty (sov-er-eign-ty; eig makes the sound ‘i’)	La autoridad	Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)
Español (each vowel only makes one sound; the sound each vowel makes is always the same)	English (vowels are varied: they can make different sounds and there can exist many different spelling patterns for the same sound (and sometimes include consonants))								
La soberanía	Sovereignty (sov-er-eign-ty; eig makes the sound ‘i’)								
La autoridad	Authority (au-thor-i-ty; au together makes one vowel sound; y makes a vowel sound)								

- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in English and students have the academic language in English, the teacher leads the students in adding the English equivalent to the t-chart in blue.

Anticipated Bridge Chart for Content (History-Social Science):

Español	English
Las características ambientales	Environmental characteristics
Las características culturales	Cultural characteristics
La política	Politics
La economía	Economics
Las interacciones regionales	Regional dynamics
El consentimiento de los gobernados/ ciudadanos	Consent of the governed
Los derechos naturales	Natural rights
El autogobierno/ gobierno propio	Self-government
La soberanía	Sovereignty

Anticipated Bridge Chart for Language Arts:

reading, and writing. Students identified as Language Learners can engage in these activities in their ESL supported classes.

For example, working in small groups, select a key event leading to or key historical figure shaping the American Revolution and identify what they would do differently or advise that historical figure to do differently if they could go back in time. Students then share their narratives with each other, reviewing their writing for language arts characteristics as well for the academic language of the era.

La igualdad	Equality (e-qu-a-li-ty; ua together make one vowel sound; y also makes a vowel sound)
A través de	Through (ough together makes the sound /oo/ - one vowel sound)

Morphology– The suffix “-dad”/“-ity” is used to create nouns that describe a quality, state, or condition. In both languages, this suffix is typically added to adjectives to form nouns that refer to the characteristic or attribute described by the adjective. **This is an example of how Spanish and English are similar.**

Español “-dad”	English “-ity”
La autoridad	Authority
La igualdad	Equality
La calidad	Quality
La disponibilidad	Availability
La estabilidad	Stability
La credibilidad	Credibility

Syntax – In Spanish, the noun is placed before the adjective whereas in English, the adjective is placed before the noun. **This is an example of how Spanish and English differ.**

Español Sustantivo-adjetivo	English Adjective-noun
El gobierno federal	Federal government
Los derechos naturales	Natural rights
El argumento de relevancia contemporánea	Contemporary relevance argument
La/Una fuente creíble	Credible source
La evidencia relevante	Relevant evidence

Español	English
Las alusiones	Allusions
El suspenso	Suspense
El humor	Humor
La ironía dramática	Dramatic irony
Se rebate	Counterclaims
El argumento de relevancia contemporánea	Contemporary relevance argument
una obra de ficción moderna	modern work of fiction
transformado en algo nuevo	rendered new

The lists above include key terms representing the most salient, grade-level specific concepts for this unit. It is not feasible or necessary to transfer all academic terminology from the unit during the Bridge. Many academic terms are already part of students’ prior learning and standards from previous grade levels.

The list below offers additional terms drawn from the standards of earlier grades. If these terms are not yet part of students’ linguistic repertoire, teachers will want to intentionally build students’ understanding of them — both by developing oracy and using constructivist strategies — throughout the unit and

La evidencia textual	Textual evidence
El carro rojo	Red car

Syntax - In **Spanish**, the verb ending changes (conjugates) to show who the subject is, so the subject pronoun is often unnecessary (unless you want to emphasize or clarify). Because the verb itself carries the subject information, Spanish often omits the subject pronoun unless it's needed for emphasis or contrast. In **English**, the subject pronoun (like *I, you, he, she*) is required in almost every sentence because the verb form usually does not tell us who the subject is. **This is an example of how Spanish and English differ.**

Español El pronombre de sujeto es opcional (“yo’ es omitido)	Español El pronombre del sujeto solo se usa cuando se compara	English Subject pronoun required
Uso evidencia, razonamiento y fuentes confiables para apoyar mi afirmación, y organizo mi escritura con una elección de palabras clara, tono adecuado y cohesión.	Uso evidencia, razonamiento y fuentes confiables para apoyar mi afirmación, y organizo mi escritura con una elección de palabras clara, tono adecuado y cohesión, pero el no.	I use evidence, reasoning, and credible sources to support my claim, and organize my writing with clear word choice, tone, and cohesion.
Uso evidencia.	Yo uso evidencia, pero tú usas ejemplos.	I use evidence. I use evidence, but you use examples.
Leo todos los días.	Yo leo todos los días, pero tu casi nunca lees.	I read every day.

include them during the Bridge as appropriate.

Teachers may also wish to consult the *Unpacking Standards into Outcomes* document (linked above) to identify additional content-obligatory language embedded in each standard that can be incorporated into instruction and intentionally developed throughout the unit.

Terminology from standards in previous grades:

History-Social Science	
Español	English
La autoridad	Authority
La Constitución	Constitution
La democracia	Democracy
La igualdad	Equality
El gobierno federal	Federal government
El poder	Power
La representación	Representation
Los derechos	Rights
El estado de derecho	Rule of law
La separación de poderes	Separation of powers
La tiranía	Tyranny
El compromiso político	Compromise
La libertad política	Liberty

		I read every day, but you don't.
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Grammar - In both Spanish and English, commas are used to separate items in a list. However, in Spanish, there is usually no comma before the final conjunction (like *y* or *o*), while in English, a comma is often placed before the final conjunction — this is called the Oxford comma. **This is an example of how Spanish and English differ.**

Español Sin la 'coma de Oxford	English Oxford comma
Uso evidencia, razonamiento y fuentes confiables para apoyar mi afirmación, y al organizar mi escritura, escojo palabras claras, uso un tono adecuado y me aseguro de que haya congruencia dentro de mi escritura.	I use evidence, reasoning, and credible sources to support my claim, and organize my writing with clear word choice, tone, and cohesion.
El carro tenía los colores azul, rojo y morado.	The car had the colors blue, red, and purple.
Compré manzanas, naranjas y plátanos.	I bought apples, oranges, and bananas.

Pragmatics - In small groups or pairs, students use the list in English to come up with the English equivalent to the paragraph they generated in Spanish. As a class, the paragraphs are compared and discussed, highlighting similarities and differences.

Español	English
Uno de los fundamentos más importantes de los Estados Unidos es la idea de que el poder del	The United States was founded on the idea that government gets its power from the consent of the

Language Arts	
Español	English
El argumento	Argument
La audiencia	Audience
La afirmación/La tesis	Claim
Cita	Citation
La conclusión	Conclusion
La/Una fuente creíble	Credible source
El desarrollo (de ideas o del tema)	Development (of ideas or the theme)
La evidencia	Evidence
La/una inferencia	Inference
El plagio	Plagiarism
El punto de vista	Point of view
El propósito	Purpose
La razón	Reason
La evidencia relevante	Relevant evidence
La investigación	Investigation/Inquiry
La fuente	Source
El/un resumen	Summary
La evidencia textual	Textual evidence

gobierno existe a través del consentimiento de los ciudadanos. La Constitución estableció un sistema de autogobierno que protege los derechos naturales de las personas y asegura el equilibrio del poder mediante la separación de poderes y el estado de derecho para evitar la tiranía y proteger la libertad y la igualdad.

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Español	English
Cuando escribo un argumento acerca de la relevancia contemporánea yo, como autor, presento una afirmación sobre la conexión entre un tema o una idea del texto con un problema actual. También uso evidencia, razonamiento y fuentes confiables para apoyar mi afirmación, y procuro usar palabras claras, un tono adecuado y congruente. Este tipo de escritura me hace reflexionar sobre por qué las historias e ideas del pasado todavía son importantes hoy día.	A contemporary relevance argument is a type of writing where I make a claim about how a theme or idea from a text or from history connects to an issue today. I use evidence, reasoning, and credible sources to support my claim, and organize my writing with clear word choice, tone, and cohesion. This genre helps me think about why stories and ideas from the past still matter now.

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