|  |  |
| --- | --- |
| **History**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| Students will be able to independently use their learning to study the past struggle of balancing liberty and freedom to influence decisions that will impact their future at personal, local, state, national and international levels.  “The advancement and diffusion of knowledge is the only guardian of true liberty.” - **James Madison** | |
| **Big Ideas** | **Essential Questions** |
| The study of the past gives information for today to make choices for liberty and freedom. | How are the tools of history used to examine the struggle to balance freedom and liberty? |
| How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? |
| How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? |
| How does world history reflect the struggle to balance the control of freedom and liberty? |

History

| **History Curriculum Framework** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **History**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **8.1 Historical Analysis and**  **Skills Development** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom. | How are the tools of history used to examine the struggle to balance freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Chronologic  Freedom  Historical perspective  Liberty  Primary source  Secondary source |
| **8.2 Pennsylvania History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |
| **8.3 United States History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Chronological Thinking 2. Strategic Thinking 3. Critical Thinking 4. Analytic Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |
| **8.4 World History** | The study of the past gives information for today to make choices for liberty and freedom. | The study of history is the story of the struggle to balance freedom and liberty. | How does world history reflect the struggle to balance the control of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts  Change  Conflict  Continuity  Contribution  Control  Freedom  Liberty |