

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 1	Time Frame: Dates: 1st 9 weeks	Unit: 1 The First Americans
Essential Standards: 8.H.1, 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2, 8.H.2.1, 8.H.3, 8.H.3.1, 8.G.1, 8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1, 8.C.1.1, 8.C.1.2, 8.C.1.3		

Chapter 1	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: The First Americans</p> <p>Clarifying Objective(s):</p> <p>-SWBAT explain how the first people arrived in North America</p> <p>-SWBAT identify the peoples of the Americas who predated the Europeans.</p> <p>- SWBAT describe the characteristics of various civilizations of early North America</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates: 8/27/13-9/3/13</p> <p>Essential Question:</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>(<i>Academic Vocabulary</i>)</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>(<i>Content Vocabulary</i>)</p> <p>Archeology, artifact, strait, migration, nomad, maize, carbon dating, culture, civilization, theocracy, hieroglyphic, terrace, irrigated federation, clan, channel, structure, pueblo</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 7</p> <p>Lesson 2 review pg. 13</p> <p>Lesson 3 Review pg. 21</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>Summative:</p> <p>Chapter 1 Assessment pg. 22-23</p> <p>End of Chapter test from question bank online.</p>	<p><u>Online</u></p> <p>Chapter Summary</p> <p>Vocabulary Builder</p> <p>What Do you Know?</p> <p>Geography and History activity</p> <p>Online self check quiz (lesson 1-3)</p> <p>Reading Essentials & Study Guide : Student Workbook</p> <p>Write to Learn</p> <p>http://www.northcarolinahistory.org/edu_corner/</p> <p>http://www.nchistoricsites.org/</p> <p>http://www.history.ncdcr.gov/</p> <p>http://www.secretary.state.nc.us/kidspg/history.htm</p> <p>http://ncpedia.org/</p>

<p>What are characterizations that make up culture?</p> <p>How do civilizations rise and fall?</p> <p>What makes culture unique?</p>			<p>Online resources can be found at (www.connected.mcgraw-hill.com)</p> <p>Hands-On Chapter Project pg. 1B (teacher edition)</p>	
<p>Lesson 1: Migration to America</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p>	<p>Academic Vocabulary::</p>	<p>Formative:</p> <p>Bell Ringer pg. 4 (teacher</p>	<p>Online</p> <p>Before Columbus (video- online resource)</p>

<p>Clarifying Objective:</p> <p>SWBAT identify and evaluate ways in which the first people may have arrived to the Americas.</p> <p>SWBAT explain how agriculture influenced the development of culture.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>What are the characteristics make up culture?</p>	<p>8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.</p>	<p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Archeology, artifact, strait, migration, nomad, maize, carbon dating, culture</p>	<p>edition)</p> <p>Exit Slip</p> <p>Interactive Graphic Organizer: Taking Notes: Identifying Reasons Early People Migrated</p> <p>Guided Reading- The First Americans</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p>	<p>America's First People</p> <p>(http://www.learnnc.org/lp/pages/2026)</p> <p>Routes to the Americas (maps- online resources)</p>
<p>Lesson 2: Cities and Empires</p> <p>Clarifying Objective:</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2 8.SI.1.3</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation,</p>	<p>Formative:</p> <p>Bell Ringer pg. 8 (teacher edition)</p>	<p>Online</p> <p>Video Aztec, Maya, and Inca Civilizations</p>

<p>SWBAT identify some of the people who lived in the Americas before the European exploration.</p> <p>SWBAT identify and explain the characteristics that made the Inca a well-organized civilization.</p> <p>SWBAT describe civilizations of early Native Americans</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do civilizations rise and fall?</p>	<p>8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.</p>	<p>Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Civilization, Theocracy, hieroglyphic, terrace</p>	<p>Exit Slip</p> <p>Geography and History Lesson 2: Cities and Empires</p> <p>Guided Reading- Cities and Empires</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 2</p> <p>Writing Skills pg. 1D- Explorers arriving to Tenochtitlan for the first time.</p>	<p>Lecture Slide Mayan Civilization</p> <p>Lecture Slide Aztec Civilization</p> <p>Aztec, Maya, and Inca Civilizations (video)</p>
<p>Lesson 3: North American People</p> <p>Clarifying Objective:</p> <p>SWBAT identify some of the people who lived</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2 8.SI.1.3 8.TT.1.1 8.TT.1.2 8.TT.1.3</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p>	<p>Formative:</p> <p>Bell Ringer pg. 14 (teacher edition)</p> <p>Exit Slip</p>	<p>Online</p> <p>Lecture Slide Mound Builders</p> <p>Lecture Slide Eastern People</p> <p>The Great Plains Native Americans (video)</p>

<p>in the Americas before European exploration</p> <p>SWBAT analyze and explain the how early Native Americans adapted to their environment</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>What makes culture unique?</p>	<p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Content Vocabulary:</p> <p>Irrigate, Federation, Clan</p>	<p>Guided Reading- North American Peoples</p> <p>Interactive Graphic Organizer Taking Notes: Describing, Native American Cultures</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p>	<p>1710 Tuscarora Indian Aid</p> <p>(http://www.learnnc.org/lp/pages/6470)</p> <p>Holt Textbook (Old)</p> <p>NC Native Americans- NC 1, pg. 14</p>
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<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>

<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>	<u>Clarifying Objective:</u>
<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>
<u>Bell Ringer:</u> <u>Instructional Tasks:</u> (Projects, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) <u>Summarizer:</u>	<u>Bell Ringer:</u> <u>Instructional Tasks:</u> (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) <u>Summarizer:</u>	<u>Bell Ringer:</u> <u>Instructional Tasks:</u> (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) <u>Summarizer:</u>	<u>Bell Ringer:</u> <u>Instructional Tasks:</u> (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) <u>Summarizer:</u>	<u>Bell Ringer:</u> <u>Instructional Tasks:</u> (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.) <u>Summarizer:</u>
<u>Assessment:</u> (Formative and/or Summative)	<u>Assessment:</u> (Formative and/or Summative)	<u>Assessment:</u> (Formative and/or Summative)	<u>Assessment:</u> (Formative and/or Summative)	<u>Assessment:</u> (Formative and/or Summative)