

Columbus County Schools

Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 2	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 2	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: Exploring the Americas</p> <p>Clarifying Objective(s):</p> <p>-SWBAT compare and contrast information about European explorers and exploration.</p> <p>-SWBAT analyze relationships between Europe and Native Americans.</p> <p>- SWBAT understand the impact and importance of events, such as the defeat of</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>(<i>Academic Vocabulary</i>)</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Cause, Effect, Acquire</p> <p>(<i>Content Vocabulary</i>)</p> <p>Crusades, Classical, Renaissance, Technology, Astrolabe, Compass, Pilgrimage, Mosque, Cape, Circumnavigate, Conquistadors, immunity, Pueblo, Mission, Presidio, Plantation, Reformation, Protestant, Armada, Northwest Passage, Tenant Farmer</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 33</p> <p>Lesson 2 review pg. 41</p> <p>Lesson 3 Review pg. 48</p> <p>Lesson 4 Review pg. 53</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. 54-56</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 1-4)</p> <p>Reading Essentials & Study Guide : Student Workbook</p> <p>Write to Learn</p> <p>History Alive! Age of Exploration- (http://info.teachctci.com/resources/ha/AgeofExploration.pdf)</p>

<p>the Aztec Empire or the establishment of Spanish missions.</p> <p>-SWBAT identify and describe the geographical places and regions such as north and central Africa or Southwestern North America.</p> <p>-SWBAT explain events of the Age of Exploration both graphically and orally.</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates: 8/27/13-9/3/13</p> <p>Essential Question:</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>RI.9.8.</p> <p>RI.8.9.</p>		<p>End of Chapter test from question bank online.</p> <p>Online resources can be found at www.connected.mcgraw-hill.com</p> <p>Hands-On Chapter Project pg. 25B (teacher edition)</p>	<p>Where am I? Reading guide and Activities</p> <p>(http://www.learnnc.org/lp/pages/2690)</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>
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<p>Lesson 1: A Changing World</p> <p>Clarifying Objective:</p> <p>SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.</p> <p>SWBAT explain events of the Age of Exploration both geographically and orally.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas change the way people live?</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>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Crusades, Classical, Renaissance, Technology, Astrolabe, Compass, Pilgrimage, Mosque</p>	<p>Formative:</p> <p>Bell Ringer pg. 28 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading- Lesson 1 A Changing World</p> <p>Geography and History Activity: Exploring the Americas, A Changing World</p> <p>Geography Connection pg. 29, pg. 32</p> <p>Graphic Organizer Taking Notes- Identifying Technological Advances</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1 pg. 33</p>	<p>Online</p> <p>Leonardo da Vinci (video- online resource)</p> <p>Trade Route to Asia, 300 B.C. to A.D. 1500 (maps- online resources)</p> <p>Lecture Slide -The Renaissance</p> <p>Lecture Slide -Age of Exploration</p> <p>Lecture Slide -The Empires of West Africa</p>
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<p>Lesson 2: Early Exploration</p> <p>Clarifying Objective:</p> <p>SWBAT compare and contrast information about European explorers and explorations.</p> <p>SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.</p> <p>SWBAT explain events of Exploration both geographically and orally.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why do people trade?</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>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Cape, circumnavigate</p>	<p>Formative:</p> <p>Bell Ringer pg. 34 (teacher edition)</p> <p>Exit Slip</p> <p>Geography and History Lesson 2: Exploring the Americas- Early Exploration</p> <p>Guided Reading- Early Exploration</p> <p>Graphic Organizer: Taking Notes- Identifying: Explorers</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 2</p> <p>Writing Skills pg. 25D Students outline Arguments as to whether they think Columbus “discovered” America.</p>	<p>Online</p> <p>Video Journey to the New World: Christopher Columbus</p> <p>Map: Early Portuguese Exploration</p> <p>Map: European Exploration</p> <p>Image: The Santa Maria</p> <p>Image: Vasco Nunez de Balboa</p> <p>Primary Source: Vasco da Gama</p> <p>Lecture Slide: Early Portuguese Explorers</p>
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<p>Lesson 3: Spain in America</p> <p>Clarifying Objective:</p> <p>SWBAT compare and contrast information about European explorers and exploration.</p> <p>SWBAT analyze relationships between European explorers and Native Americans.</p> <p>SWBAT understand the impact and importance of events, such as the defeat of the Aztec Empire or the establishment of Spanish missions.</p> <p>SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.</p> <p>Time Frame:</p> <p>Dates:</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>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Conquistadors, Immunity, Pueblo, Mission, Presidio, Plantation</p>	<p>Formative:</p> <p>Bell Ringer pg. 42 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading- Lesson 3: Spain in America</p> <p>Interactive Graphic Organizer Taking Notes: Describing- Spanish Conquistadors</p> <p>Geography Connection pg. 45, pg. 47</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills: Students write a paragraph to justify or reject Cortés's mission. Pg. 25E</p>	<p>Online</p> <p>Lecture Slide Mexico and Peru</p> <p>Lecture Slide Class system in Spain's Empire</p> <p>Video Hernando de Soto</p> <p>Interactive Map Spanish Explorers 1513-1542</p> <p>Interactive Map Spanish Missions in California</p> <p>Primary Source Cortés and the Aztecs</p> <p>Primary Source Cabeza de Vaca</p> <p>Primary Source Juana Inés de la Cruz</p> <p>Biography Bartolomé de Las Casas</p> <p>Biography Father Junípero Serra</p>
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Essential Question: What are the consequences when cultures interact?				
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<p>Lesson 4: Competing for Colonies</p> <p>Clarifying Objective:</p> <p>SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.</p> <p>SWBAT explain events of the Age of Exploration both graphically and orally.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>What are the consequences when cultures interact?</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>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Reformation, Protestantism, Armada, Northwest Passage, Tenant Farmer</p>	<p>Formative:</p> <p>Bell Ringer pg. 49 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading- Lesson 4: Competing for Colonies</p> <p>Interactive Graphic Organizer Taking Notes: Listing, Search for the Northwest Passage</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills: Students write raps or songs as a way to remember lesson content. Pg 25F</p>	<p>Online</p> <p>Lecture Slide: Northwest Passage</p> <p>Interactive Map: European Exploration 1487-1611</p> <p>Interactive Graphic Organizer :Search for the Northwest Passage</p> <p>Interactive Image: The Northwest Passage</p> <p>Interactive Image: Jacques Marquette and Louis Joliet</p> <p>Interactive Image: New Amsterdam</p> <p>Video: Henry Hudson and the New World</p> <p>Biography: Martin Luther and the Reformation</p> <p>Biography: Sieur de la Salle</p> <p>Game: Competing for Colonies Sorting Game</p>
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