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| **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** |

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| Chapter 1  | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: The First AmericansClarifying Objective(s):-SWBAT explain how the first people arrived in North America -SWBAT identify the peoples of the Americas who predated the Europeans.- SWBAT describe the characteristics of various civilizations of early North AmericaTime Frame:1st 9 weeksDates: 8/27/13-9/3/13Essential Question: What are characterizations that make up culture?How do civilizations rise and fall?What makes culture unique? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | (*Academic Vocabulary*)Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, (*Content Vocabulary*)Archeology, artifact, strait, migration, nomad, maize, carbon dating, culture, civilization, theocracy, hieroglyphic, terrace, irrigated federation, clan, channel, structure, pueblo | Formative: Lesson 1 Review pg. 7 Lesson 2 review pg. 13Lesson 3 Review pg. 21Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 1 Assessment pg. 22-23End of Chapter test from question bank online.Online resources can be found at ([www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com))Hands-On Chapter Project pg. 1B (teacher edition) | ***Online***Chapter Summary Vocabulary BuilderWhat Do you Know?Geography and History activityOnline self check quiz (lesson 1-3)Reading Essentials & Study Guide : Student WorkbookWrite to Learn<http://www.northcarolinahistory.org/edu_corner/><http://www.nchistoricsites.org/><http://www.history.ncdcr.gov/><http://www.secretary.state.nc.us/kidspg/history.htm><http://ncpedia.org/> |
| Lesson 1: Migration to AmericaClarifying Objective: SWBAT identify and evaluate ways in which the first people may have arrived to the Americas. SWBAT explain how agriculture influenced the development of culture. Time Frame:1st nine weeksDates:Essential Question: What are the characteristics make up culture? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Content Vocabulary:Archeology, artifact, strait, migration, nomad, maize, carbon dating, culture | Formative:Bell Ringer pg. 4 (teacher edition)  Exit SlipInteractive Graphic Organizer: Taking Notes: Identifying Reasons Early People Migrated Guided Reading- The First AmericansSummative: Self Check Quiz (online)Lesson Review 1  | OnlineBefore Columbus (video- online resource)America’s First People(<http://www.learnnc.org/lp/pages/2026>)Routes to the Americas (maps- online resources) |
| Lesson 2: Cities and EmpiresClarifying Objective:SWBAT identify some of the people who lived in the Americas before the European exploration.SWBAT identify and explain the characteristics that made the Inca a well-organized civilization.SWBAT describe civilizations of early Native AmericansTime Frame:Dates:Essential Question:How do civilizations rise and fall? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex, Content Vocabulary:Civilization, Theocracy, hieroglyphic, terrace | Formative:Bell Ringer pg. 8 (teacher edition)  Exit SlipGeography and History  Lesson 2: Cities and EmpiresGuided Reading- Cities and EmpiresSummative: Self Check Quiz (online)Lesson Review 2Writing Skills pg. 1D- Explorers arriving to Tenochtitlan for the first time.  | OnlineVideo | Aztec, Maya, and Inca CivilizationsLecture Slide Mayan CivilizationLecture Slide Aztec CivilizationAztec, Maya, and Inca Civilizations (video) |
| Lesson 3: North American PeopleClarifying Objective:SWBAT identify some of the people who lived in the Americas before European exploration SWBAT analyze and explain the how early Native Americans adapted to their environmentTime Frame:Dates:Essential Question:What makes culture unique? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy Standards 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.  | Academic Vocabulary:: Identify, Evaluation, Analyze, Describe, Source, Estimate, ComplexContent Vocabulary:Irrigate, Federation, Clan | Formative:Bell Ringer pg. 14 (teacher edition)  Exit SlipGuided Reading- North American PeoplesInteractive Graphic Organizer Taking Notes: Describing, Native American CulturesSummative: Self Check Quiz (online)Lesson Review 3 | OnlineLecture Slide Mound BuildersLecture Slide Eastern PeopleThe Great Plains Native Americans (video)1710 Tuscarora Indian Aid(<http://www.learnnc.org/lp/pages/6470>)Holt Textbook (Old)NC Native Americans- NC 1, pg. 14 |

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| **Day 1****Lesson:** | **Day 2****Lesson:** | **Day 3****Lesson:** | **Day 4****Lesson:** | **Day 5****Lesson:** |
| **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** | **Clarifying Objective:****Academic Vocabulary:** |
| **Bell Ringer:****Instructional Tasks:** (Projects, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** | **Bell Ringer:****Instructional Tasks:** (Labs, Readings, Literacy and Technology Tasks, Write to Learn, Assignments, Group Work, Research, Etc.)**Summarizer:** |
| **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) | **Assessment:** (Formative and/or Summative) |