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| **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** | | | |

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| Chapter 2 | Technology and Literacy Standards and Tasks | | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Exploring the Americas  Clarifying Objective(s):  -SWBAT compare and contrast information about European explorers and exploration.  -SWBAT analyze relationships between Europe and Native Americans.  - SWBAT understand the impact and importance of events, such as the defeat of the Aztec Empire or the establishment of Spanish missions.  -SWBAT identify and describe the geographical places and regions such as north and central Africa or Southwestern North America.  -SWBAT explain events of the Age of Exploration both graphically and orally.  Time Frame:1st 9 weeks  Dates: 8/27/13-9/3/13  Essential Question:  What are characterizations that make up culture?  How do civilizations rise and fall?  What makes culture unique? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy 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, Cause, Effect, Acquire  (*Content Vocabulary*)  Crusades, Classical, Renaissance, Technology, Astrolabe, Compass, Pilgrimage, Mosque, Cape, Circumnavigate, Conquistadors, immunity, Pueblo, Mission, Presidio, Plantation, Reformation, Protestant, Armada, Northwest Passage, Tenant Farmer | | Formative:  Lesson 1 Review pg. 33  Lesson 2 review pg. 41  Lesson 3 Review pg. 48  Lesson 4 Review pg. 53  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 1 Assessment pg. 54-56  End 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. 25B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-4)  Reading Essentials & Study Guide : Student Workbook  Write to Learn  History Alive! Age of Exploration-  (<http://info.teachtci.com/resources>  /ha/AgeofExploration.pdf)  Where am I? Reading guide and Activities  (<http://www.learnnc.org/lp/pages/2690>)  <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: A Changing World  Clarifying Objective:  SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.  SWBAT explain events of the Age of Exploration both geographically and orally.  Time Frame:  1st nine weeks  Dates:  Essential Question:  How do new ideas change the way people live? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy 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:  Crusades, Classical, Renaissance, Technology, Astrolabe, Compass, Pilgrimage, Mosque | Formative:  Bell Ringer pg. 28 (teacher edition)  Exit Slip  Guided Reading- Lesson 1 A Changing World  Geography and History Activity: Exploring the Americas, A Changing World  Geography Connection pg. 29, pg. 32  Graphic Organizer Taking Notes- Identifying Technological Advances  Summative:  Self Check Quiz (online)  Lesson Review 1 pg. 33 | Online  Leonardo da Vinci (video- online resource)  Trade Route to Asia, 300 B.C. to A.D. 1500 (maps- online resources)  Lecture Slide -The Renaissance  Lecture Slide -Age of Exploration  Lecture Slide -The Empires of West Africa |
| Lesson 2: Early Exploration  Clarifying Objective:  SWBAT compare and contrast information about European explorers and explorations.  SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.  SWBAT explain events of Exploration both geographically and orally.  Time Frame:  Dates:  Essential Question:  Why do people trade? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy 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:  Cape, circumnavigate | Formative:  Bell Ringer pg. 34 (teacher edition)  Exit Slip  Geography and History  Lesson 2: Exploring the Americas- Early Exploration  Guided Reading- Early Exploration  Graphic Organizer: Taking Notes- Identifying: Explorers  Summative:  Self Check Quiz (online)  Lesson Review 2  Writing Skills pg. 25D Students outline Arguments as to whether they think Columbus “discovered” America. | Online  Video Journey to the New World: Christopher Columbus  Map: Early Portuguese Exploration  Map: European Exploration  Image: The Santa Maria  Image: Vasco Nunez de Balboa  Primary Source: Vasco da Gama  Lecture Slide: Early Portuguese Explorers |
| Lesson 3: Spain in America  Clarifying Objective:  SWBAT compare and contrast information about European explorers and exploration.  SWBAT analyze relationships between European explorers and Native Americans.  SWBAT understand the impact and importance of events, such as the defeat of the Aztec Empire or the establishment of Spanish missions.  SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.  Time Frame:  Dates:  Essential Question:  What are the consequences when cultures interact? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy 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:  Conquistadors, Immunity, Pueblo, Mission, Presidio, Plantation | Formative:  Bell Ringer pg. 42 (teacher edition)  Exit Slip  Guided Reading- Lesson 3: Spain in America  Interactive Graphic Organizer Taking Notes: Describing- Spanish Conquistadors  Geography Connection pg. 45, pg. 47  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills: Students write a paragraph to justify or reject Cortés’s mission. Pg. 25E | Online  Lecture Slide Mexico and Peru  Lecture Slide Class system in Spain’s Empire  Video Hernando de Soto  Interactive Map Spanish Explorers 1513-1542  Interactive Map Spanish Missions in California  Primary Source Cortés and the Aztecs  Primary Source Cabeza de Vaca  Primary Source Juana Inés de la Cruz  Biography Bartolomé de Las Casas  Biography Father Junípero Serra |

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| Lesson 4: Competing for Colonies  Clarifying Objective:  SWBAT identify and describe geographical places and regions such as north and central Africa or southwestern North America.  SWBAT explain events of the Age of Exploration both graphically and orally.  Time Frame:  Dates:  Essential Question:  What are the consequences when cultures interact? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy 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:  Reformation, Protestantism, Armada, Northwest Passage, Tenant Farmer | Formative:  Bell Ringer pg. 49 (teacher edition)  Exit Slip  Guided Reading- Lesson 4: Competing for Colonies  Interactive Graphic Organizer Taking Notes: Listing, Search for the Northwest Passage  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills: Students write raps or songs as a way to remember lesson content. Pg 25F | Online  Lecture Slide: Northwest Passage  Interactive Map: European Exploration 1487-1611  Interactive Graphic Organizer :Search for the Northwest Passage  Interactive Image: The Northwest Passage  Interactive Image: Jacques Marquette and Louis Joliet  Interactive Image: New Amsterdam  Video: Henry Hudson and the New World  Biography: Martin Luther and the Reformation  Biography: Sieur de la Salle  Game: Competing for Colonies Sorting Game |