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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 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, 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. 41Lesson 3 Review pg. 48Lesson 4 Review pg. 53Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 1 Assessment pg. 54-56End 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 BuilderWhat Do you Know?Geography and History activityOnline self check quiz (lesson 1-4)Reading Essentials & Study Guide : Student WorkbookWrite to LearnHistory 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 WorldClarifying 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 weeksDates:Essential Question: How do new ideas change the way people live? | 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:Crusades, Classical, Renaissance, Technology, Astrolabe, Compass, Pilgrimage, Mosque | Formative:Bell Ringer pg. 28 (teacher edition)  Exit SlipGuided Reading- Lesson 1 A Changing WorldGeography and History Activity: Exploring the Americas, A Changing WorldGeography Connection pg. 29, pg. 32Graphic Organizer Taking Notes- Identifying Technological Advances Summative: Self Check Quiz (online)Lesson Review 1 pg. 33 | OnlineLeonardo da Vinci (video- online resource)Trade Route to Asia, 300 B.C. to A.D. 1500 (maps- online resources)Lecture Slide -The RenaissanceLecture Slide -Age of ExplorationLecture Slide -The Empires of West Africa |
| Lesson 2: Early ExplorationClarifying 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 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:Cape, circumnavigate | Formative:Bell Ringer pg. 34 (teacher edition)  Exit SlipGeography and History  Lesson 2: Exploring the Americas- Early ExplorationGuided Reading- Early ExplorationGraphic Organizer: Taking Notes- Identifying: ExplorersSummative: Self Check Quiz (online)Lesson Review 2Writing Skills pg. 25D Students outline Arguments as to whether they think Columbus “discovered” America.  | OnlineVideo Journey to the New World: Christopher ColumbusMap: Early Portuguese ExplorationMap: European Exploration Image: The Santa MariaImage: Vasco Nunez de BalboaPrimary Source: Vasco da GamaLecture Slide: Early Portuguese Explorers |
| Lesson 3: Spain in AmericaClarifying 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 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:Conquistadors, Immunity, Pueblo, Mission, Presidio, Plantation | Formative:Bell Ringer pg. 42 (teacher edition)  Exit SlipGuided Reading- Lesson 3: Spain in AmericaInteractive Graphic Organizer Taking Notes: Describing- Spanish ConquistadorsGeography Connection pg. 45, pg. 47 Summative: Self Check Quiz (online)Lesson Review 3Writing Skills: Students write a paragraph to justify or reject Cortés’s mission. Pg. 25E | OnlineLecture Slide Mexico and PeruLecture Slide Class system in Spain’s EmpireVideo Hernando de SotoInteractive Map Spanish Explorers 1513-1542Interactive Map Spanish Missions in CaliforniaPrimary Source Cortés and the AztecsPrimary Source Cabeza de VacaPrimary Source Juana Inés de la CruzBiography Bartolomé de Las CasasBiography Father Junípero Serra |

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| Lesson 4: Competing for ColoniesClarifying 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 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:Reformation, Protestantism, Armada, Northwest Passage, Tenant Farmer | Formative:Bell Ringer pg. 49 (teacher edition)  Exit SlipGuided Reading- Lesson 4: Competing for ColoniesInteractive Graphic Organizer Taking Notes: Listing, Search for the Northwest PassageSummative: Self Check Quiz (online)Lesson Review 3Writing Skills: Students write raps or songs as a way to remember lesson content. Pg 25F | OnlineLecture Slide: Northwest PassageInteractive Map: European Exploration 1487-1611Interactive Graphic Organizer :Search for the Northwest PassageInteractive Image: The Northwest PassageInteractive Image: Jacques Marquette and Louis JolietInteractive Image: New AmsterdamVideo: Henry Hudson and the New WorldBiography: Martin Luther and the ReformationBiography: Sieur de la SalleGame: Competing for Colonies Sorting Game |