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| **Columbus County Schools** *Social Studies Curriculum Guide* |
| **SUBJECT:**  | **GRADE LEVEL:** 8 | **GRADING PERIOD:**  |
| Chapters: 7 | 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 7 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: A More Perfect UnionClarifying Objective(s):-SWBAT explain the differences between sociology and the other social sciences.-SWBAT identify the strengths and weaknesses of the Articles of Confederation.-SWBAT compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution. - SWBAT identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government.-SWBAT identify the points of view of the Federalists and Anti-Federalist. -SWBAT compare and contrast arguments supporting and opposing the adoption of the Constitution. Time Frame:1st 9 weeksDates: Essential Question:Why do people form government?How do new ideas change the way people live?How do governments change? | 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, Clause(*Content Vocabulary*)Bicameral, Republic, Ordinance, Depreciate, Depression, Manumission, Proportional, Compromise, Federalism, Legislative Branch, Executive Branch, Electoral College, Judicial Branch, Checks and Balances, Amendments | Formative: Lesson 1 Review pg.176Lesson 2 review pg. 184Lesson 3 Review pg. 194Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)What Do You Think?- pg. 192-193Summative: Chapter 7 Assessment pg. 201-202Chapter 7 Activities- pg 200End 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. 173B (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: The Articles of ConfederationClarifying Objective: SWBAT identify the strengths and weaknesses of the Articles of Confederation.Time Frame:1st nine weeksDates:Essential Question: Why do people form government? | 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:Bicameral, Republic, Ordinance, Depreciate | Formative:Bell Ringer pg. 176 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: Articles of ConfederationInteractive Graphic Organizer- Taking Notes: Identifying, Powers of National GovernmentGeography and History Activity- Articles of ConfederationReading Essentials and Study Guide for American History- Lesson 1: Articles of ConfederationGeography Connection- Pg. 180Chart Skills- Pg. 177, 179Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write a letter from the perspective of a settler. Pg. 181 | OnlineVideo: The Articles of ConfederationLecture Slide: Articles of ConfederationBiography: Richard Henry LeeInteractive Graphic Organizer: Powers of National GovernmentInteractive Image: The Northwest Territory and OrdinanceInteractive Map: The Northwest TerritoryInteractive Image: American MoneyBiography: John AdamsInteractive Map: Capitals of the United StatesInteractive Chart: Comparing the Articles of Confederation to the ConstitutionSlide Show: State ConstitutionsLecture Slide: Becoming a New StateGame: The Articles of Confederation Matching GameThe First National Government(<http://www.learnnc.org/lp/editions/nchist-revolution/4265>) |
| Lesson 2: Forging a New ConstitutionClarifying Objective:SWBAT explain the differences between sociology and the other social sciences.SWBAT compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution. Time Frame:Dates: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, ComplexContent Vocabulary:Depression, Manumission, Proportional, Compromise | Formative:Bell Ringer pg. 184 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: Forging a New ConstitutionInteractive Graphic Organizer- Taking Notes: Comparing and Contrasting, Leaders and Their RolesPrimary Source Activity: Forging a New ConstitutionReading Essentials and Study Guide for American History- Lesson 2: Forging a New ConstitutionGraph Skills- Pg. 187Chart Skills- Pg 189Summative:Lesson Review 2Writing Skills- Students write a one-page paper about the role of compromise at the Constitutional Convention. Pg. 190 | OnlineVideo: Shays’s RebellionLecture Slide: Abolishing SlaveryPrimary Source: Plantation LifeBiography: George WashingtonBiography: James MadisonInteractive Chart: Framers of the ConstitutionInteractive Graph: Framers of the ConstitutionInteractive Chart: Leaders and Their RolesInteractive Whiteboard Activity: Contributors to the Constitutional ConventionLecture Slide: Finding CompromiseInteractive Image: Virginia and New Jersey PlansGame: Ratifying the Constitution Identification GameDebating the Federal Constitution(<http://www.learnnc.org/lp/editions/nchist-revolution/4265>)  |
| Lesson 3: A New Plan of GovernmentClarifying Objective:SWBAT identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government.-SWBAT identify the points of view of the Federalists and Anti-Federalist. -SWBAT compare and contrast arguments supporting and opposing the adoption of the Constitution. Time Frame:Dates:Essential Question:How do governments change? | 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:Federalism, Legislative Branch, Executive Branch, Electoral College, Judicial Branch, Checks and Balances, Amendments | Formative:Bell Ringer pg. 194 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: A New Plan of GovernmentInteractive Graphic Organizer- Taking Notes: Categorizing, Three Branches of GovernmentReading Essentials and Study Guide for American History- Lesson 3: A New Plan of GovernmentChart Skills- Pg. 196Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students argue for the Bill of Rights from a modern perspective. Pg. 198 | OnlineVideo: Who Were the Framers of the Constitution?Lecture Slide: Framing the ConstitutionLecture Slide: Checks and BalancesBiography: Locke & MontesquieuInteractive Chart: Three Branches of GovernmentInteractive Graphic Organizer: A Bicameral LegislaturePolitical Cartoon: The Ninth Pillar ErectedInteractive Image: State of the Union Address MilestonesGame: A New Plan of Government Column GameGame: A New Plan of Government Matching GameThe North Carolina Constitution(<http://www.learnnc.org/lp/editions/nchist-revolution/4265>)NC Demands a Declaration of Rights(<http://www.learnnc.org/lp/editions/nchist-revolution/4286>)  |