

PLANNED COURSE
8th Grade Social Studies
Wilkes-Barre Area School District

Academic Standard(s) For World History and American History		
Unit 2 Title: Exploration, Establishment of the 13 Colonies		
Unit Length: 9 Weeks		
Conceptual Lens: Interactions and Transformation		
Content Standards	Area of Focus/ Essential Questions	Critical Content/ Key Skills / Assessments/Resources
<p>Civics and Government 5.1 9C 5.1 9E 5.1 9J 5.1 12A 5.1 12B 5.2 9C 5.2 9D 5.3 9C 5.3 9E 5.4 9B 5.4 9C</p> <p>Economics 6.1 9D 6.2 9A 6.2 9J 6.2 12A 6.2 12F 6.3 12A 6.4 9B 6.4 9C 6.4 12B 6.4 12C 6.4 12D 6.4 12F</p> <p>Geography 7.1 9B 7.1 12B 7.3 9A 7.3 12A</p>	<p>CHAPTERS Chapter 17 Exploration: Europe, the Americas and Africa Chapter 3 The English Establish 13 Colonies</p> <p>CULTURE * European expansion: Technological advancements and origins: shipbuilding navigation, naval warfare * European society, 1450-1750 Characteristics of family and peasant society Changes in practice of serfdom in eastern and Western Europe Achievements in literature, music, painting, sculpture, and architecture Impact of major discoveries from Newton to Copernicus on the cultural, religious, and scientific beliefs of the day</p> <p>*Describe the founding and growth of Jamestown *Explain why the Pilgrims came to America and describe their first years there *Describe the society established by the Puritans in Massachusetts Bay *Identify common features of the New England colonies *Analyze the common features shared by the Southern colonies</p> <p>ECONOMICS * Trade between Africa, Asia, and Europe prior to European overseas voyages in the 15th century</p>	<p>Students will know...</p> <ol style="list-style-type: none"> 1. The Age of Discovery had dramatic effects on European societies and their “newly discovered” lands. 2. During the Age of Exploration European countries were eager to claim land for themselves in order to enrich their societies. 3. How European colonies affected the Native Americans. 4. Mercantilism is an economic theory based on trade. 5. Spain emerged as an important power in Europe in the 1500’s. 6. Several factors created three distinct sections in colonial America. 7. Cultural and economic conditions led to the uniting of the American colonies. <p>Key Skills Chapter 17</p> <ol style="list-style-type: none"> 1. Read and translate information from maps, charts, graphs and other printed resources. CC.8.5.6-8.J. 2. Differentiate between geographic, human and environmental characteristics of a region. 3. Organize information in a meaningful order. 4. Make inferences. 5. Organize time and resources. 6. Use geographic tools to gather and synthesize information. 7. Compare and contrast the geography of regions. 8. Analyze the relationship of cause and effect. 9. Create a map to show location, place, region, human environmental action, and movement.

<p>7.3 12E 7.4 12A</p>	<p>* Changing attitudes toward external political and trade relations</p>	<p>10. Understand the effects of the transfer of ideas.</p>
<p>History 8.1 9A 8.1 9B 8.1 9C 8.1 9D 8.1 12A 8.1 12B 8.1 12C 8.1 12D 8.2 9A 8.2 9B 8.2 9C 8.2 9D 8.3 9A 8.3 9B 8.3 9C 8.3 9D 8.4 12A 8.4 12B 8.4 12C</p>	<p>* Afro-Eurasian trade: Importance of Indian textiles, spices, and other products</p> <p>* European influence in the Americas 1500-1750</p> <p>* Spread of commercial sugar production from the Mediterranean to the Americas importance of sugar, tobacco, and other crops from the Americas in the world economy</p> <p>* Impact of Atlantic slave trade on population, economic life, polygamous marriage, family life, and the use of slave labor in west and central Africa</p> <p>* Explain how the economy and social structure of the Carolinas were intertwined</p> <p>* Describe how Georgia evolved into a plantation society</p> <p>GEOGRAPHY</p> <p>* Worldwide exchange of plants and animals in the late 15th and early 16th centuries: Effect on European, Asian, African, and American Indian societies and commerce</p> <p>* Shifts in world demography and urbanization: reasons for changes</p> <p>* Changes in world political boundaries: Limitations of European political and military power in Africa, Asia, and the Americas in the mid-18th century</p>	<p>11. Explain the influence of perspective.</p> <p>12. Analyze media sources for accuracy and bias.</p> <p>13. Examine and draw conclusions from primary and/or secondary sources. CC.8.5.6-8.A., CC.8.5.6-8.I.</p> <p>14. Compare information from several sources.</p> <p>15. Write from a specific perspective.</p> <p>16. Hypothesize about the influence of worldviews on perception.</p> <p>17. Use decision-making skills to take positions on controversial issues based on critical analysis of the information or positions presented.</p>
<p>Art 9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.E 9.2.8.F 9.2.8.G 9.2.8.I 9.2.8.J 9.2.8.K 9.2.8.L</p>	<p>GOVERNMENT</p> <p>* European governments</p> <p>Finance and organization of African slave trade</p> <p>Conditions for slaves in the “middle passage” to the Americas</p> <p>* Describe the differences in the government formations in the different colonial regions</p>	<p>Chapter 3</p> <p>* Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A.</p> <p>* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B.</p> <p>* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C.</p> <p>* Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.10.D.</p> <p>* Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.</p> <p>* Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</p>
<p>Assessment Anchors/ Eligible Content R 8.A.2 A.2.1.1</p>	<p>HISTORY</p> <p>* Portuguese maritime expansion: To Africa, India, and southeast Asia; interactions</p>	<p>* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables),</p>

<p>A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p>R 8.B.3 B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 8.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p> <p>R 11.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p>R 11.B.3 B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 11.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>* Conflict between the Spanish and the Aztec and Inca empires; reasons for collapse of empires</p> <p>* Four types of European activity in the Americas</p> <p>Large territorial empires</p> <p>Trading post empires</p> <p>Plantation colonies</p> <p>Settler colonies</p> <p>*Explain why specific colonies were founded</p> <p>*Summarize the early history of the Middle Colonies</p> <p>Art</p> <ul style="list-style-type: none"> • Explain the historical, cultural and social context of an individual work in the arts. • Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). • Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). • Analyze a work of art from its historical and cultural perspective. • Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). • Know and apply appropriate vocabulary used between social studies and the arts and humanities. • Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ○ Africa ○ Asia ○ Australia ○ Central America ○ Europe ○ North America ○ South America • Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). • Identify, explain and analyze historical and cultural 	<p>and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.</p> <p>*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.C.</p> <p>*Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.9-10.D.</p> <p>*Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.E.</p> <p>*Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.F.</p> <p>*Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.8.6.9-10.G.</p> <p>*Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.H.</p> <p>*Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9.10.1</p> <p>Art</p> <p>*Artists assess their work at each stage, making choices throughout the process of planning, creating, and exhibiting a work of art.</p> <p>*Document the choices they make in the stages of planning, creating and exhibiting a work of art.</p> <p>*The quality of performances that are very different can be determined using the</p>
---	---	---

	<p>differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).</p> <ul style="list-style-type: none"> • Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass). • Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners). 	<p>three models of artistic criticism: formal, intuitive, contextual.</p> <ul style="list-style-type: none"> *Critique a performance using the three models of artistic criticism. *Technological advances have increased communication between cultures, allowing elements of theatre from many different cultures to be used by people all over the world. *Analyze an American commercial or television show to identify elements from cultures around the world. *Aesthetic and critical processes are different, yet sometimes used for the same purposes. *Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value. *Critics use predetermined processes and criteria to determine the quality of musical works. *Identify the processes and criteria that critics use to determine the quality of musical works. *Music can be used to influence consumers to buy something. *Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something. *The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual. *Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism. <p>Assessments</p> <ul style="list-style-type: none"> *Teacher generated assignments *Map skills *Teacher and/or text generated quizzes and tests *Reader/Writer responses *Performance based worksheets *Small/large group discussions *Oral presentations *Group work *History Day Project *Cross-Curricular Research Paper *District wide assessment Mid-Term and Final <p>Resources</p> <ul style="list-style-type: none"> • History of Our World • Prentice Hall • American History Beginnings to 1914 • McDougal Littell
--	--	--