

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

<b>Academic Standard(s) For World History</b>		
<b>Quarter 1</b>		<b>Quarter Length: 9 Weeks</b>
<b>Conceptual Lens: Expansion, Innovation, and Exploration</b>		
<b>Content Standards</b>	<b>Area of Focus/ Essential Questions</b>	<b>Critical Content/ Key Skills / Assessments/Resources</b>
<b>Civics and Government</b> 5.1 9B 5.1 9J 5.2 6B 5.2 6D 5.2 6E 5.2 9A 5.2 9C 5.2 9F  <b>Economics</b> 6.1 9A 6.2 9E 6.3 6B 6.3 9B 6.3 9C 6.4 6A 6.4 6B 6.4 6E 6.4 9A 6.4 9B  <b>Geography</b> 7.1 6A 7.1 6B 7.1 9B 7.2 6A 7.2 6B 7.2 9A 7.3 9B 7.3 6D	<b>CHAPTERS</b> <b>Chapter 3 Early Humans and the Agricultural Revolution</b> <b>Chapter 4 Mesopotamia</b> <b>Chapter 5 Ancient Egypt and Kush</b>  <b>TIME, CONTINUITY, AND CHANGE</b> * The origins and influences of social, cultural, political, and economic systems  *Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)  * Human modifications of the environment  <b>CULTURE</b> * How culture influences the ways in which human groups solve the problems of daily living  * That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture  * Concepts such as: location, region, place, migration, as well as human and physical systems  * How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study  * That culture may change in response to changing needs, concerns, social,	<b>Students will know...</b>  <b>Chapter 3:</b> * how Paleolithic humans adapted to their environments to survive  * how advances during the Paleolithic Age made it possible for humans to survive the Ice Ages  * why some historians consider the Agricultural Revolution the most important event in human history  * why people created permanent settlements when they began to farm  * how tools and roles changed as a result of permanent communities  * <b>analyze</b> photographs of shelters from the Paleolithic Age  * <b>use</b> trial-and-error methods to solve a problem  * <b>write</b> a descriptive paragraph on how trial and error helped humans survive  * <b>analyze</b> photographs of shelters from the Neolithic Age  * <b>connect</b> farming to their daily lives  * <b>draw conclusions</b> about why the Agricultural Revolution was a revolution

<p>7.4 6A 7.4 9A</p> <p><b>History</b> 8.1 9B 8.1 9C 8.4 6A 8.4 6B 8.4 6C 8.4 6D 8.4 9A 8.4 9B 8.4 9C 8.4 9D</p> <p><b>Assessment Anchors/ Eligible Content</b> R 8.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 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 M 8.E.1     E.1.1.1     E.1.1.2     E.1.1.3</p>	<p>political, and geographic conditions</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b></p> <p>* The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources</p> <p>* Human modifications of the environment</p> <p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b></p> <p>* How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity</p> <p>* Institutions are created to respond to changing individual and group needs</p> <p>* That groups and institutions change over time</p> <p>* Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception</p> <p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS</b></p> <p>* That institutions may promote or undermine social conformity</p> <p>* That groups and institutions influence culture in a variety of ways</p> <p>* Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender</p> <p>* That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result</p> <p><b>POWER, AUTHORITY, AND GOVERNANCE</b></p> <p>*The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society</p>	<p><b>Chapter 4:</b></p> <p>* why people settled in Mesopotamia</p> <p>* how Gilgamesh relates to modern-day literature pieces</p> <p>* what it was like to live in Sumer</p> <p>* the Sumerian ideas and inventions that have been passed on to other civilizations</p> <p>* the themes found in the epic poem genre</p> <p>* how civilizations developed in Mesopotamia</p> <p>* what contributions the Assyrians made to Southwest Asia</p> <p>* why Babylon was an important city in the ancient world</p> <p>* <b>explain</b> how floods sometimes helped the farmers of Mesopotamia</p> <p>* <b>draw conclusions</b> about why the Sumerians built cities with walls around them</p> <p>* <b>analyze</b> why the Sumerians invented a writing system</p> <p>* <b>describe</b> where the Fertile Crescent is located</p> <p>* <b>compare</b> the social classes of Sumer</p> <p>* <b>describe</b> why scribes were important in Sumerian society</p> <p>* <b>find</b> the main reason why Hammurabi's Code was important</p> <p>* <b>summarize</b> why Assyria's army was so strong</p> <ul style="list-style-type: none"> <li>• <b>identify</b> the wonder of the ancient world that was located in Babylon</li> <li>• <b>describe</b> how the Assyrians ruled their</li> </ul>
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	<p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b></p> <ul style="list-style-type: none"> <li>* Society often turns to science and technology to solve problems</li> <li>* Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present</li> <li>* Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities</li> </ul> <p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b></p> <ul style="list-style-type: none"> <li>* The economic gains that result from specialization and exchange as well as the trade-offs</li> </ul> <p><b>RESEARCH WRITING</b></p> <ul style="list-style-type: none"> <li>• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>• empire</li> <li>• <b>explain</b> why the Chaldeans overthrew the Assyrians</li> </ul> <p><b>Chapter 5:</b></p> <ul style="list-style-type: none"> <li>* why the Nile River was important to the ancient Egyptians</li> <li>* characteristics of ancient Egyptian religion and society</li> <li>* factors that led to the rise and fall of the ancient Egyptian empire</li> <li>* how Kush and Egypt influenced each other</li> <li>* <b>compare</b> information on populations of the Fertile Crescent and Nile River valley</li> <li>* <b>describe</b> a main agricultural product and its economic effect on ancient Egypt</li> <li>* <b>predict</b> how the Nile River affected Egyptian life</li> <li>* <b>analyze</b> the predictions about how the Nile River affected Egyptian life</li> <li>* <b>analyze</b> how belief in the afterlife influenced ancient Egyptian life</li> <li>* <b>describe</b> ancient Egyptian social classes</li> <li>* <b>analyze</b> life from the perspective of one of ancient Egypt's social classes</li> <li>* <b>organize</b> information on a pharaoh's responsibilities</li> <li>* <b>analyze</b> visuals from Egypt's golden age</li> <li>* <b>describe</b> an empire and how it is built</li> </ul>
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\* **identify** reasons Egypt reached the height of its power

\* **write** a description of characteristics of a pharaoh

\* **explain** how the pharaoh contributed to the rise and fall of the Egyptian empire

\* **analyze** the exchange of goods and ideas among Kush, Egypt, and Assyria

\* **illustrate** the trade relationship between Kush and its trading partners

#### **Key Skills**

- Hands-On Chapter Project
- Responses to Interactive Whiteboard Activities
- Answers to questions about Neolithic Age shelters
- Class discussion answers
- Writing activity to describe the relationship between trial and error and survival during the Paleolithic Age
- Brainstorming activity of phrases and adjectives that describe what life was like during the Paleolithic Age
- Concept Web creation
- Whiteboard drag-and-drop activity
- 21st Century Skills Activity
- Interactive Graphic Organizers
- The World's Literature questions
- 21st Century Skills Activity
- Economics of History Activity
- Primary Source Activity
- Interactive Guided Reading Activities
- Lesson Reviews
- Chapter Activities and Assessments

**Assessments**

- \*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
- \*District wide Quarterly

**Assignments**

- Use APA Format.
- Develop a clear & concise thesis statement and abstract paragraph
- Construct a structured outline (Intro-Support Topics-Conclusion)
- Compose an introduction with motivator, thesis, and preview of supporting topics
- Collect a minimum number of valid electronic sources (avoid blogs and social media sites)
- Format a References Page
- Include a variety of effective citations (direct quotation, paraphrase, & summary)
- Draw a reasonable conclusion

***Textbook***

*Discovering Our Past: A History of the World  
McGraw Hill*

***Other***

		Teacher Resource Packet Maps Historical Documents Reading Readiness Guide Guided Reading and Review Transparencies Reading and Vocabulary Study Guide
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