

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

Academic Standard(s) For World History		
Quarter 4		
Quater Length: 9 Weeks		
Conceptual Lens:		
Content Standards	Area of Focus/ Essential Questions	Critical Content/ Key Skills / Assessments/Resources
Civics and Government 5.1 9C 5.1 9E 5.1 9J 5.2 9C 5.2 9D 5.3 9C 5.3 9E 5.3 12B 5.4 9B 5.4 9C Economics 6.1 9D 6.2 9A 6.2 9J 6.3 9A 6.4 9C Geography 7.1 9B 7.1 12B 7.3 9A History 8.1 9A 8.1 9B 8.1 9C 8.1 9D	Chapter 20 Renaissance and Reformation Chapter 21 The Age of Exploration and Trade Chapter 22 The Scientific Revolution and the Enlightenment Culture * Renaissance * Reformation *Class Structure * Humanism * Religion Religious Conflict *Arts & Architecture TIME, CONTINUITY, AND CHANGE *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) * The origins and influences of social, cultural, political, and economic systems * The contributions of key persons, groups, and events from the past and their influence on the present * The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols	Students will know... Chapter 20: <ul style="list-style-type: none"> • <i>why the city-states of Italy became centers of culture during the Renaissance</i> • <i>how the city-states of Italy gained their power</i> • <i>how Renaissance writers developed new ideas</i> • <i>what methods Renaissance artists used to make their work natural and real</i> • <i>how the Renaissance changed as it moved from Italy into northern Europe</i> • <i>how the teachings of Protestant reformers shaped the western world</i> • <i>how the Reformation influenced England and its American colonies</i> • <i>how the Catholic Church responded to the spread of Protestantism</i> • <i>how wars of religion affected Europe</i> • discuss who ruled the city-states of Italy and how they achieved that power • analyze and identify differences between a Middle Ages-style painting and a Renaissance-style painting • describe humanism • analyze a scene from a Shakespeare play • describe who Shakespeare was and his influence on literature • explain why the Church was pressured to reform • identify the three main differences between Lutheranism and the Catholic Church • locate European countries that were significant to the Reformation and explain why

<p>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</p> <p>Assessment Anchors/Eligible Content</p> <p>R 11.A.2</p> <p> 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</p> <p> 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</p> <p> E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>* That groups and institutions change over time</p> <p>* That cultural diffusion occurs when groups migrate.</p> <p>* That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>* The roles of different kinds of population centers in a region or nation</p> <p>* Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas)</p> <p>* Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>* Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources</p> <p>* The economic choices that people make have both present and future consequences</p> <p>* That banks and other financial institutions channel funds from savers to borrowers and investors</p> <p>* The economic gains that result from specialization and exchange as well as the trade-offs</p> <p>* How markets bring buyers and sellers together to exchange goods and services</p>	<ul style="list-style-type: none"> • describe how the Reformation shaped England and its American colonies • analyze which response by the Catholic Church was most effective • make connections to present-day religious wars\ <p>Chapter 21:</p> <ul style="list-style-type: none"> • <i>Europeans explored</i> • <i>where Europeans established colonies</i> • <i>how the Columbian Exchange affected Europe and the Americas</i> • <i>how economics influenced exploration</i> • <i>key features of the commercial revolution</i> • read a map of the world at 1400 • understand why goods from Asia were a catalyst for exploration • understand a map depicting Cortés's exploration • analyze primary source text on Cortés in the Americas • analyze Europe's cultural dominance as exhibited through colonization • draw conclusions about the advancements in economics that occurred due to trade and colonization • recognize cause-and-effect relationships pertaining to trade and exploration • make a connection between history and economics by analyzing trade and exploration <p>Chapter 22:</p> <ul style="list-style-type: none"> • <i>the Scientific Revolution generated much new knowledge</i> • <i>the scientific method represented a new way of studying the world</i> • <i>the Enlightenment influenced ideas about human rights and government</i> • describe how science was practiced in ancient and medieval times • compare and contrast the theories of Ptolemy and Copernicus • identify how planets are held in orbit, according to Newton • explain why Descartes believed that mathematics is the source of scientific truth
--	--	---

	<p>* Economic incentives affect people’s behavior and may be regulated by rules or laws</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>*The study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time</p> <p>*That individuals’ choices influence identity and development</p> <p>*The roles of different kinds of population centers in a region or nation.</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>* Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism)</p> <p>* Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity)</p> <p>* The ideologies and structures of political systems that differ from those of the United States</p> <p>* The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p>	<ul style="list-style-type: none"> • identify who developed the heliocentric theory • summarize how the ancient Greeks studied nature • explain what instrument made the discovery of bacteria possible • define the scientific method • compare and contrast the ideas of Hobbes and Locke • describe the importance of Diderot's <i>Encyclopedia</i> • explain how Frederick the Great influenced the Enlightenment • identify which absolute monarch freed the serfs • describe the type of government that John Locke supported • explain why Voltaire criticized the Roman Catholic Church <p>Key Skills</p> <ul style="list-style-type: none"> • Hands-On Chapter Project • Class discussion answers • Class simulation participation • Interactive Whiteboard Activity responses • Brainstorming activity • Geography and History Activity • Economics of History Activities • 21st Century Skills Activities • Lesson Reviews • Evaluation of class simulation • Writing activities • Day-in-the life writing assignment • Writing activity on why the Spanish conquered the Aztec and the Inca • Answers to identifying the steps in creating an empire • Graphic organizer activities • Responses to Interactive Map discussion • Economics of History Activities • Geography and History Activity • Primary Sources Activity • Discussion answers about why Europeans explored the world • Answers from analyzing visuals • Class discussion answers about the life and discoveries of Isaac Newton • Organizing the steps in the scientific method
--	---	--

	<p>* Science is a result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks</p> <p>* Society often turns to science and technology to solve problems</p> <p>* Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present</p> <p>* 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</p> <p>* Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries)</p> <p>* Science and technology sometimes create ethical issues that test our standards and values</p> <p>RESEARCH WRITING</p> <ul style="list-style-type: none"> • 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. • 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. • Draw evidence from informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> • Comparing and contrasting primary sources of Hobbes and Locke • What Do You Think? questions • Chapter Activities and Assessment <p><u>Assignments</u></p> <ul style="list-style-type: none"> • 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 <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 *District wide assessment Mid-Term and Final <p>Resources</p> <p>Discovering Our Past: A History of the World - McGraw - Hill</p>
--	--	---

--	--	--