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MSAD#54 Curriculum

Content Area: Social Studies

Name of Course/Grade Level: 8TH Grade

Date: June 2012

MLR Grade Span: 6-8

Era (US/World)

Unit: The First Americans

Text: The American Journey

Common Assessment (attached)

Standard: D. Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

Performance Indicator Label:

D1-Geographic Knowledge, Concepts, Themes, and Patterns

Performance Indicator:

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.

Performance Indicator Label:

D2-Individual, Cultural, International, and Global Connections in Geography

Performance Indicator:

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

Standard: E. History:

Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Performance Indicator Label:

E1-Historical Knowledge, Concepts, Themes, and Patterns

Performance Indicator:

Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world.

Performance Indicator Label:

E2-Individual, Cultural, International, and Global Connections in History

Performance Indicator:

Students understand *historical* aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

Performance Descriptors	Essential (Bloom’s) Questions and Big Ideas	Activities/Resources	National Stds. for Literacy in History/Social Studies
<p>D1-d. Describe the impact of change, including technological change, on the physical and cultural environment.</p> <p>D2-b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p> <p>E1-b. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States</p>	<p>1. In what way did the physical environment affect human migration to the Americas? <i>Climate change during the most recent Ice Age resulted in sea level changes and disruption of animal habitats. Nomadic human populations followed their prey into the Americas.</i></p> <p>2. How did the transition from the hunter-gatherer lifestyle to agriculture advance the rise of civilizations in the Americas? <i>As societies became sedentary, populations were able to allocate time and resources differently which led to advancements in technology, the arts, living conditions, documentation of the emerging cultures history, and class structure.</i></p> <p>3. Climate and physical geography impact human culture. Compare and contrast early American civilizations by citing examples of the geographical theme of Human-Environment Interaction. <i>The geographical implications of the settler’s locations had a direct impact on all elements of emerging society (civilization comparison will include: region, time period, shelter, food sources, technological advances)</i></p>	<p>1. Graphic Organizer comparing and contrasting using the common civilizations on the teacher resource page.(Chapter 1, Section 3) or like websites.</p> <p>2. Common Vocabulary</p>	<p>Reading Standards: Grades 6-8 (Page 61)</p> <p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Standards: Grades 6-8: (Page 64 and 66)</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow;</p>

<p>and various regions of the world.</p> <p>E2-b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> <p>E2-c. Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>			<p>organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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