

MS SAVE Social Studies - 8th - Pacing Guide

Course: SAVE World History

Grade: 8th Grade

<u>Months/Days</u>	<u>UNITS</u>	<u>STANDARDS</u>	<u>CONTENT</u> Topics being covered? What do students need to know? (<i>nouns</i>)	<u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
September: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 1: The First People	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: <ul style="list-style-type: none"> Students will learn how the first people of the world lived and will be able to trace the development of Stone Age civilizations. Major Concepts: <ul style="list-style-type: none"> Geography Problem Solving Social History 	<ul style="list-style-type: none"> Pre-Reading Activities Vocabulary Activities Post-Reading Discussions Follow-Up Activities/Projects Supplemental Readings Guided Work Independent Practice Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Exit Tickets

<p>October: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)</p>	<p>Chapter 2: People of Ancient Egypt</p>	<p>SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9</p>	<p>Chapter Objective:</p> <ul style="list-style-type: none"> Students will identify important aspects of ancient Egyptian civilization. <p>Major Concepts:</p> <ul style="list-style-type: none"> Geography Problem Solving Social History 	<ul style="list-style-type: none"> Pre-Reading Activities Vocabulary Activities Post-Reading Discussions Follow-Up Activities/Projects Supplemental Readings Guided Work Independent Practice Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Exit Tickets
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<p>October- November: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)</p>	<p>Chapter 3: People of the Fertile Crescent</p>	<p>SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9</p>	<p>Chapter Objective:</p> <ul style="list-style-type: none"> Students will identify the early civilizations of the Tigris and Euphrates river valleys and the contributions of these civilizations to human history. <p>Major Concepts:</p> <ul style="list-style-type: none"> Geography Problem Solving Social History 	<ul style="list-style-type: none"> Pre-Reading Activities Vocabulary Activities Post-Reading Discussions Follow-Up Activities/Projects Supplemental Readings Guided Work Independent Practice Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Exit Tickets
<p>November: (Progression/work modification will be determined by students' comprehension of the material & their rate of</p>	<p>Chapter 4: Other People of the Ancient Middle East</p>	<p>SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9</p>	<p>Chapter Objective:</p> <ul style="list-style-type: none"> Students will examine the historical development of 	<ul style="list-style-type: none"> Pre-Reading Activities Vocabulary Activities Post-Reading

understanding.)			<p>Phoenician, Jewish, and Persian civilizations and will describe the civilizations' contributions to the modern world.</p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Geography • Problem Solving • Social History 	<p>Discussions</p> <ul style="list-style-type: none"> • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Exit Tickets
<p>December: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)</p>	<p>Chapter 5: Life in Ancient India</p>	<p>SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9</p>	<p>Chapter Objective: Students will trace the development of early Indian civilizations.</p> <p>Major Concepts:</p> <ul style="list-style-type: none"> • Geography • Problem Solving • Social History • Sociology 	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice

				<ul style="list-style-type: none"> • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Exit Tickets
January: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 6: Life in Ancient China	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: Students will examine the origin and development of the Chinese Civilization. Major Concepts: <ul style="list-style-type: none"> • Geography • Problem Solving • Social History 	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher

				<ul style="list-style-type: none"> observations • Self/Peer Reflection • Exit Tickets
January: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 7: The Story of Ancient Greece	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: Students will describe the development of Greek society and its contributions to modern civilizations. Major Concepts: <ul style="list-style-type: none"> • Government • Sociology 	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Exit Tickets
February: (Progression/work modification will be determined by students'	Chapter 8: Beginning of the Roman Empire Black History Month	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7	Chapter Objective: Students will trace the historical development of the Roman Empire.	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities

comprehension of the material & their rate of understanding.)	Unit	SOC.K-12.6.9	Major Concepts: <ul style="list-style-type: none"> • Government • Sociology Black History Month: <ul style="list-style-type: none"> • Students will gain a greater understanding of African Americans' contributions and role in U.S. History. • Students will understand that the struggle for freedom and equality took decades, and continues today. 	<ul style="list-style-type: none"> • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Exit Tickets • Black History Month Project
March: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 9: The Fall of Rome	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: Students will identify factors and events leading to the Fall of Rome. Major Concepts: <ul style="list-style-type: none"> • Government • Sociology 	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings

				<ul style="list-style-type: none"> • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects • Centers • Teacher observations • Self/Peer Reflection • Exit Tickets
March: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 10: The Beginning of Christianity	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: Students will trace the development and influence of Christianity. Major Concepts: <ul style="list-style-type: none"> • Government • Sociology 	<ul style="list-style-type: none"> • Pre-Reading Activities • Vocabulary Activities • Post-Reading Discussions • Follow-Up Activities/Projects • Supplemental Readings • Guided Work • Independent Practice • Tests (Exams will be given in students' mode of communication) • Projects

				<ul style="list-style-type: none"> Centers Teacher observations Self/Peer Reflection Exit Tickets
April: (Progression/work modification will be determined by students' comprehension of the material & their rate of understanding.)	Chapter 11: Europe in the Middle Ages	SOC.K-12.6.1 SOC.K-12.6.2 SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	Chapter Objective: Students will examine the political, economic, and social changes that occurred during the Middle Ages. Major Concepts: <ul style="list-style-type: none"> Government Sociology 	<ul style="list-style-type: none"> Pre-Reading Activities Vocabulary Activities Post-Reading Discussions Follow-Up Activities/Projects Supplemental Readings Guided Work Independent Practice Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Exit Tickets
May - June: (Progression/work	Chapter 12: The Growth of Cities and	SOC.K-12.6.1 SOC.K-12.6.2	Chapter Objective: <ul style="list-style-type: none"> Students will 	<ul style="list-style-type: none"> Pre-Reading Activities

modification will be determined by students' comprehension of the material & their rate of understanding.)	Trade	SOC.K-12.6.5 SOC.K-12.6.7 SOC.K-12.6.9	<p>trace the development and influence of Islam.</p> <ul style="list-style-type: none"> Students will describe the growth of European cities and trade and the religious conflicts that took place during the Middle Ages. <p>Major Concepts:</p> <ul style="list-style-type: none"> Government Sociology 	<ul style="list-style-type: none"> Vocabulary Activities Post-Reading Discussions Follow-Up Activities/Projects Supplemental Readings Guided Work Independent Practice Tests (Exams will be given in students' mode of communication) Projects Centers Teacher observations Self/Peer Reflection Exit Tickets
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