**PACING GUIDE**

**COURSE:** Social Studies **GRADE(S):** 8th

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| **MONTH/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September22 days | **1** – World Religions | **SOC.6.2.8.D.3.c** (Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.)**SOC.6.2.8.D.3.d** (Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.)**SOC.6.2.8.D.3.e** (Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.)**SOC.6.3.8.CS1** (Recognize the causes and effects of prejudice on individuals, groups, and society.)**SOC.6.3.8.CS2** (Recognize the value of cultural diversity, as well as the potential for misunderstanding.)**SOC.6.3.8.CS3** (Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.)**SOC.6.3.8.CS4** (Listen open-mindedly to views contrary to their own.)**SOC.6.3.8.CS5** (Collaboratively develop and practice strategies for managing and resolving conflict.)**SOC.6.3.8.CS7** (Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.) | * Major tenets (foundations, beliefs, practices, holidays, places of worship, influences on culture, etc.) of the 5 major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam
* Understanding and tolerance for those with different ways of worship
 | * Student Presentations
* Graphic Organizer Notes
* Student guided viewing of videos related to each of the 5 major world religions
* Leveled textbook readings
* Reading various primary and secondary source documents
* Socratic Seminar: discussion of current events related cultural and religious differences
 | * Religion Project (small group): research the places of worship, major symbols, historical origins, and daily practices for the 5 major world religions
* Unit Assessment: Major beliefs, practices, holidays, and history of the 5 major world religions
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| October5 days | **2** – Chinese and Greek Philosophies | **SOC.6.2.8.D.3.c** (Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.)**SOC.6.2.8.D.3.d** (Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.) | * Tenets of Confucianism
* Tenets of Daoism/Taoism
* Tenets of Legalism
* Teachings of Socrates
* Teachings of Plato
* Teachings of Aristotle
 | * Leveled textbook readings
* Viewing of videos related to each of the philosophies
 | * Unit Quiz: Major beliefs of the Chinese and Greek philosophers
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| October/November20 days | **3** – Geography and Early Humans | **SOC.6.2.8.B.1.a** (Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.)**SOC.6.2.8.B.3.a** (Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.)**SOC.6.2.8.B.4.a** (Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.)**SOC.6.2.8.B.4.b** (Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.)**SOC.6.2.8.B.4.c** (Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.)**SOC.6.2.8.B.4.d** (Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.)**SOC.6.2.8.B.4.e** (Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.)**SOC.6.2.8.C.1.a** (Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.)**SOC.6.2.8.CS1** (Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.) | * Geography vocabulary
* 5 Themes of Geography as a way of studying the Earth
* Early Human Migration as people populated the world due largely to geographic conditions
* Reasons for modern Migration
* The Personality of Earth’s surface: explore various cultural aspects (geography, government, population size and diversity, societal development, music, food, clothes, economy, religion, famous people, etc.) of nations from around the world
 | * Leveled textbook readings
* Student Presentations
* Graphic Organizer Notes
* Continental mapping
* Pair/Share comparisons
* Reading and analysis of various primary and secondary source documents and artifacts
 | * Vocabulary Quiz (unit-specific)
* Nation Culture Project: student research on various world nations using the 5 Themes of Geography
* Geography Unit Assessment: unit-specific vocabulary, 5 Themes, Early Migration
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| 23 days | **4** – Ancient River Valley Civilizations | **SOC.6.2.8.A.2.a** (Explain how/why different early river valley civilizations developed similar forms of government and legal structures.)**SOC.6.2.8.B.2.a** (Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.)**SOC.6.2.8.B.2.b** (Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.)**SOC.6.2.8.CS1** (Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.) | * G.R.A.P.E.S. Model (tool used to understand & compare civilizations) – **G**eography, **R**eligion, **A**chievements, **P**olitical system, **E**conomy, **S**ocial structure
* G.R.A.P.E.S. of the 4 major river valleys (Mesopotamia, Egypt, China, and India) as a foundation for modern civilizations
 | * Leveled textbook readings
* Graphic Organizer Notes
* Student guided viewing of videos related to each of the ancient river valley civilizations
* Reading and analysis of various primary and secondary source documents and artifacts
* Pair/Share comparisons
 | * DBQ Essay: contributions of the ancient river valley civilizations to modern society
* GRAPES Quiz: 10-questions on understanding the GRAPES model (Socrative)
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| 47 days | **5** – Classical Civilizations - Greece | **SOC.6.2.8.A.3.b** (Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.)**SOC.6.2.8.A.3.c** (Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.)**SOC.6.2.8.A.3.d** (Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.)**SOC.6.2.8.A.3.e** (Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.)**SOC.6.2.8.B.3.a** (Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.)**SOC.6.2.8.B.3.b** (Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.)**SOC.6.2.8.C.3.a** (Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.)**SOC.6.2.8.C.3.b** (Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.)**SOC.6.2.8.D.3.a** (Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.)**SOC.6.2.8.D.3.c** (Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.)**SOC.6.2.8.D.3.e** (Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.) | * Regional mapping as a comparison to modern times
* G.R.A.P.E.S. of ancient Greece with a focus on achievements and the influence on modern society
* Legacy of Alexander the Great and its influence on modern society
 | * “InstaGreek” Project: research a famous ancient Greek and create complete a fake InstaGram template
* Leveled textbook readings
* Student guided viewing of videos related to ancient Greece
* Reading and analysis of various primary and secondary source documents and artifacts
* Pair/Share comparisons
* DBQ analysis
 | * Vocabulary and Mapping quiz (unit specific terms and regional mapping related to the unit)
* Geography and Religion of Greece Quiz
* Economy and Social structure of Greece Quiz
* Greek Achievements Project
* Greek Achievements DBQ
* Unit Assessment: Unit vocabulary and GRAPES of Greece with particular focus on Achievements
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| 39 days | **6** – Classical Civilizations -Rome | **SOC.6.2.8.A.3.a** (Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.)**SOC.6.2.8.A.3.b** (Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.)**SOC.6.2.8.A.3.c** (Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.)**SOC.6.2.8.A.3.d** (Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.)**SOC.6.2.8.A.3.e** (Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.)**SOC.6.2.8.B.3.a** (Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.)**SOC.6.2.8.C.3.a** (Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.)**SOC.6.2.8.C.3.b** (Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.)**SOC.6.2.8.D.3.a** (Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.)**SOC.6.2.8.D.3.c** (Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.)**SOC.6.2.8.D.3.e** (Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.) | * Regional mapping as a comparison to modern times
* G.R.A.P.E.S. of ancient Rome with a focus on achievements and the influence on modern society
* G.R.A.P.E.S. of the Byzantine Empire with a focus on achievements and the influence on modern society
 | * Vocabulary story activity
* Leveled textbook readings
* Student guided viewing of videos related to ancient Rome and the Byzantine Empire
* Reading and analysis of various primary and secondary source documents and artifacts
* Pair/Share comparisons
* DBQ analysis
 | * Vocabulary and Mapping quiz (unit specific terms and regional mapping related to the unit)
* Roman Government DBQ
* Then & Now Flipbook Project: a comparison of Roman achievements impacting modern society and create something representative of ancient Roman society
* Fall of Rome and the Byzantine Empire Quiz
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| 24 | **7** - Expanding Exchanges and Encounters - The Middle Ages | **SOC.6.2.8.A.4.a** - [Cumulative Progress Indicator] - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.**SOC.6.2.8.A.4.b** - [Cumulative Progress Indicator] - Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.**SOC.6.2.8.A.4.c** - [Cumulative Progress Indicator] - Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.**SOC.6.2.8.B.4.a** - [Cumulative Progress Indicator] - Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.**SOC.6.2.8.B.4.b** - [Cumulative Progress Indicator] - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.**SOC.6.2.8.B.4.d** - [Cumulative Progress Indicator] - Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.**SOC.6.2.8.B.4.f** (Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.)**SOC.6.2.8.C.4.a** (Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).)**SOC.6.2.8.C.4.b** - [Cumulative Progress Indicator] - Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.**SOC.6.2.8.D.4.a** (Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.)**SOC.6.2.8.D.4.b** - [Cumulative Progress Indicator] - Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.**SOC.6.2.8.D.4.c** - [Cumulative Progress Indicator] - Assess the demographic, economic, and religious impact of the plague on Europe.**SOC.6.2.8.D.4.d** (Determine which events led to the rise and eventual decline of European feudalism.) | * Regional mapping
* G.R.A.P.E.S. of medieval Europe as a transition from ancient to modern times
* Renaissance artists, architecture, and literature and its influence on modern society
* Protestant Reformation and its impact and influence on modern society
 | * Vocabulary story activity
* Leveled textbook readings
* Student guided viewing of videos related to the Renaissance and the Protestant Reformation
* Reading and analysis of various primary and secondary source documents and artifacts
* Pair/Share comparisons
* Small group game activity
 | * Vocabulary and Mapping quiz (unit specific terms and regional mapping)
* Family Crest Project: students make a medieval-style crest based on their interests
* Medieval Feudalism RAFT
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