NORTH SMITHFIELD SCHOOL DEPARTMENT

SOCIAL STUDIES CURRICULUM
GRADE 8 GEOGRAPHY

Curriculum Writers: John Galoski and Tracey Nangle

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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T he North Smithfield Social Studies Curriculum for grades 7-12 was completed in June 2014 by a team of 7-12 teachers. The team, identified as the Social Studies Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *RI Social Studies Grade Span Expectations (GSE)*
- *National Standards for History*
- *Curriculum Standards for Social Studies*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS)*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Differentiated Instructional Strategies*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,*
- Model curriculum documents
- Educational websites
- Webb's Depth of Knowledge

> *Mission Statement*
> *The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Social Studies curriculum. It integrates citizenship, historical thinking, and content literacy through research-based best practice instruction and assessment. The knowledge and skills acquired will result in students' success in a global and technological society.*

The K-12 Curriculum identifies what all students should know and be able to do in Social Studies education. Each grade or course draws from *Rhode Island Grade Span Expectations for Social Studies,* the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, the National History Standards,* research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education in Social Studies through the study of *Grade Span Expectations in Social Studies that* includes:

- Civics and Government
- Historical Perspectives
- Economics
- Geography

And through the study of *National Standards for History* that includes:

- Topics for grades K-4
- United States History (Eras 1-10) for grades 5-12
- World History (Eras 1-9) for grades 5-12
- Historical Thinking Standards grades K-12

Additionally the *Common Core State Standards* for English Language Arts that includes:

- College and Career Readiness Anchor Standards for Reading
  - o Key Ideas and Details
  - o Craft and Structure
  - o Integration of Knowledge
  - o Range of Reading
- College and Career Readiness Anchor Standards for Writing
  - o Text Types and Purposes
  - o Production and Distribution of Writing
  - o Research to Build and Present Knowledge
  - o Range of Writing

GRADE SPAN EXPECTATIONS FOR SOCIAL STUDIES

- Define content standards— what students should know and be able to do in Civics and Government, Histroical Perspectives, Economics and Geography.

COMMON CORE FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Define what all students should know and be able to do by the end of each grade.
- Divide Common Core Standards into broad statements called the College and Career Readiness Anchor Standards (CCR) for Reading Writing, Speaking and Listening, and Lanagage (grades 6-12).
- Provide grade level specificity that define the skills and understandings that all students must demonstrate.

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of **"best practice"** (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- **Use** *Classroom Instruction That Works* **Strategies:**
  - o Setting objectives and providing feedback
  - o Reinforcing effort and providing recognition
  - o Cooperative learning
  - o Cues, questions, and advance organizers
  - o Nonlinguistic representations
  - o Summarizing and note taking
  - o Assigning homework and providing practice
  - o Identifying similarities and differences
  - o Generating and testing hypotheses
  - o Provide opportunities for **independent, partner** and **collaborative group work**
- Facilitates the integration of **Applied Learning Standards** (SCANS)
  - o problem solving
  - o communication
  - o critical thinking
  - o research
  - o reflection/evaluation.
- **Differentiates instruction** by varying the content, process, and product and implementing
  - o Anchoring
  - o Cubing
  - o Jig-sawing
  - o Pre/post assessments
  - o Think/pair/share
  - o Tiered assignments
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics.**
- Provides opportunities for independent, partner and collaborative group work.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers:** sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs **Social Studies education** best practices, e.g.
  - o student originality
  - o integration of arts across the curriculum
  - o school community involvement
  - o art for all students
- Models **historical thinking** skills:
  - o chronological thinking,
  - o historical comprehension
  - o historical analysis and interpretation, historical research capabilities
  - o historical issues – analysis and decision-making

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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- Provides social **studies best practices opportunities** such as:
  - investigating topics in depth
  - exercising choice and responsibility by choosing their own topics for inquiry
  - involving exploration of open questions that challenge students' thinking
  - involving students in active participation in the classroom and the wider community
  - involving students in both independent inquiry and cooperative learning;
  - involving students in reading, writing, observing, discussing, and debating
  - building upon students' prior knowledge

COMMON and SUGGESTED ASSESSMENTS

REQUIRED COMMON ASSESSMENTS
- Pre and Post Test
- Common unit assessments (research, writing genres)

SUGGESTED ASSESSMENTS
1. Anecdotal records
2. Conferencing
3. Exhibits
4. Interviews
5. Graphic organizers
6. Journals
7. Mapping
8. Modeling
9. Multiple Intelligences assessments, e.g.
   - Role playing - bodily kinesthetic
   - Graphic organizing - visual
   - Collaboration - interpersonal
   - Oral presentations
10. Primary source analysis
11. Problem/Performance based/common tasks
12. Research
13. Rubrics/checklists
14. Tests and quizzes
15. Technology
16. Think-alouds
17. Vocabulary
18. Writing genres
    - Argument
    - Informative

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RESOURCES MIDDLE SCHOOL GRADE 8 GEOGRAPHY

Textbook
- *My World Geography*

Supplementary books/material
- "Mini-Q's" in American History – DBQ Binder
- "Junior Scholastics"

Technology
- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials
- Maps

Community

Websites
- http://edsitement.neh.gov/special_features_view.asp?id=1
- http://geographyworldonline.com/index.htm l
- http://memory.loc.gov/learn/lessons/psources/pshome.html
- http://www.civiced.org/index.php?page=lesson_plans
- http://www.courts.ri.gov
- http://www.eoearth.org/article/Physical_geography
- http://www.herreshoff.org/frames/mmframe.htm
- http://www.mywonderfulworld.org
- http://www.nationalgeographic.com/xpeditions/atlas/
- http://bensguide.gpo.gov/subject.html#government
  www.earth.google.com
- http://www.ri.gov/facts/
- www.cia.gov
- www.cia.gov - ciafactbook.
- www.earth.google.com
- www.enn.com
- www.nationalgeographic.com
- www.nelsonmandelamuseum.org.za
- www.netmigration.wisc.edu
- www.newsela.com
- www.noaa.gov
- www.nytimes.com
- www.nytimes.com/learning
- www.nytimes.com/learningnewsela.com
- www.nytimes.comlearning
- www.pancanal.com
- www.peoplemov.in
- www.sciencedaily.com
- www.sdwebx.worldbank.org
- www.time.com
- www.tracen.org
- www.trade.gov
- www.un.org
- www.unesco.org
- www.upfront.com
- www.usgs.com
- www.water.worldbank.org
- www.worldbank.org

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

Civics and Government
 	
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.
 	
HISTORICAL THINKING
• Chronological thinking,
• Historical comprehension
• Historical analysis and interpretation, historical research capabilities
• Historical issues – analysis and decision-making
 	
• As it applies to:
  o North America
  o Central America/Caribbean
  o South America
  o British Isles/Nordic Nations
  o Main-land Europe
  o Africa
  o Middle East
  o Russia
  O East Asia
		Students demonstrate an understanding of origins, forms, and purposes of government by… C&G 1 (7-8) –1
		
		C&G 1 (7-8) –1a Identifying and explaining the origins and basic functions of government
		  Grade 8 - Geography and World Cultures
		    Essential knowledge and skills
		    • As it applies to:
		      o North America -
		      o Central America/Caribbean
		      o South America
		      o British Isles/Nordic Nations
		      o Main-land Europe
		      o Africa
		      o Middle East
		      o Russia
		      o East Asia
		
		Academic vocabulary
		• Constitution
		• Government
		• Limited government
		• Tyranny
		• Unlimited government
		
		Websites
		• www.cia.gov - ciafactbook.
		• http://www.ri.gov/facts/
		
		C&G 1 (7-8) –1b Comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)
		  Grade 8 - Geography and World Cultures
		    Essential knowledge and skills
		    • Compare to U.S. and/or neighboring country/region
		      o North America
		      o Central America/Caribbean
		      o South America
		      o British Isles/Nordic Nations
		      o Main-land Europe
		      o Africa
		      o Middle East
		      o Russia
		      o East Asia
		
		Academic vocabulary
		• Anarchy
		• Authoritarian
		• Communism
		• Compare
		• Contrast
		• Democracy
		• Monarchy
		
		Websites
		• www.cia.gov - ciafactbook.
		• http://www.civiced.org/index.php?page=lesson_plans
		• http://edsitement.neh.gov/special_features_view.asp?id=1
		
		C&G 1 (7-8) –1c Explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy)
		  Grade 8 - Geography and World Cultures
		    Essential knowledge and skills
		    • As it applies to:
		      o North America, e.g. colonization Revolution
		      o Central America/Caribbean e.g. colonization Revolution
		      o South America e.g. colonization Revolution
		
		Academic vocabulary
		• Anarchy
		• Colonization
		• Revolution
		
		Websites
			Teachers
			
			Use **formative assessment** to guide instruction
			
			Provide opportunities for **independent, partner** and **collaborative group work**
			
			Use *Classroom Instruction That Works* Strategies:
			• Setting objectives and providing feedback
			• Reinforcing effort and providing recognition
			• Cooperative learning
			• Cues, questions, and advance organizers
			• Nonlinguistic representations
			• Summarizing and note taking
			• Assigning homework and providing practice
			• Identifying similarities and differences
			• Generating and testing hypotheses
			
			Differentiate instruction by varying the **content, process, and product** and providing opportunities for:
			• Anchoring
			• Cubing
			• Jig-sawing
			• Pre/post assessments
			• Think/pair/share
			• Tiered assignments
			
			Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
			
			Provide opportunities for **higher level thinking**:
			• **Bloom's Taxonomy, e.g.** analyzing, synthesizing, predicting, evaluating, creating, etc.
			• **Webb's Depth of Knowledge,** 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning
			
			Model historical thinking skills:
				Textbook
				• *My World Geography*
				
				Supplementary Books, Teacher (T) Student (S)
				• "Junior Scholastics"
				
				Technology
				• Computers
				• LCD projectors
				• Interactive boards
				
				Websites
				• www.commoncore.org/maps
				• www.corestandards.org
				• www.ride.ri.gov
				• www.learnzillion.com
				• www.betterlesson.com
				• www.pbslearningmedia.com
				• www.discoveryeducation.com
				• www.rigeo.org
				• www.cia.gov
				• www.earth.goog;e.com
				• www.education.nationalgeographic.com
				
				Materials
				• Art materials
				• Atlas
				• Blank outline maps
				• Textbook maps
					REQUIRED COMMON ASSESSMENTS
					• Pre and Post Test
					• Common unit assessments (research, writing genres)
					
					SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS
					
					• Anecdotal records
					• Conferencing
					• Debates
					• Exhibits
					• Interviews
					• Graphic organizers
					• Journals
					• Modeling
					• Multiple Intelligences assessments, e.g.
					  o Role playing - bodily kinesthetic
					  o Graphic organizing - visual
					  o Collaboration - interpersonal
					• Oral presentations
					• Problem/Performance based/common tasks
					• Research
					• Rubrics/checklists
					• Tests and quizzes
					• Technology

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		o British Isles/Nordic Nations
		o Main-land Europe
		o Africa
		o Middle East
		o Russia
		o East Asia
		
		C&G 1 (7-8) –1d Explaining how geography and economics influence the structure of government
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.: Geography 11,1
		• Compare and explain the advantages of one location over another in the access to factors of production, Geography 11,2
		• Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. Geography 11,3
			• www.time.com
			• www.upfront.com
			
			Academic vocabulary
			• Manufacturing
			• Non-renewable
			• Primary resources
			• Renewable
			• Secondary resources
			• Service industry
			• Tertiary resources
				• chronological thinking,
				• historical comprehension
				• historical analysis and interpretation, historical research capabilities
				• historical issues – analysis and decision-making
				
				Provide social studies best practices opportunities such as:
				• investigating topics in depth
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge students' thinking
				• involving students in active participation in the classroom and the wider community
				• involving students in both independent inquiry and cooperative learning;
				• involving students in reading, writing, observing, discussing, and debating
				• building upon students' prior knowledge
				
				Facilitate strategies of summarizing and paraphrasing
				• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)
				• two column note taking
				• 5-3-1
				• QAR
				• Read around the text
				
				Infuse Common Core ELA standards
						• Think-alouds
						
						• Vocabulary
						
						• Writing genres
						  o Arguments/ opinion
						  o Informative

Civics and Government		**Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by… C&G 1 (7-8)–2**	TEACHER NOTES See complete instructional strategies list in the	RESOURCE NOTES See complete resource list in the introduction	ASSESSMENT NOTES See complete assessment list in

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C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.		**C&G 1 (7-8)–2a** Comparing and contrasting the key stages of development of the interantion law, as presented in various enduring/significant documents (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, "I Have A Dream" speech).
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • As it applies to:
		     o North America - NAFTA
		     o Central America/Caribbean -CAFTA
		     o South America
		     o British Isles/Nordic Nations - ELL
		     o Mainland Europe - ELL
		     o Africa
		     o Middle East
		     o Russia
		     o East Asia
		
		   Academic vocabulary
		   • European Union
		   • International law
		   • NAFTA
		   • United Nations
		   • World Court
		
		C&G 1 (7-8)–2b Explaining why international law is necessary to the role of of government (e.g., debate/ Robert's Rules of Order, classroom procedures)
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • Describe and explain examples of cooperation that focus on solving human and environmental issues. Geography 13,2
		
		   • Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities. Geography 13,3
		
		   Academic vocabulary
		   • Diplomacy
		   • Ethnic
		   • Human rights
		   • Peacekeeping forces
		   • Treaty
		
		C&G 1 (7-8)–2c Defining and identifying the nature of authority and sources of power
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • Describe and explain examples of cooperation that focus on solving human and environmental issues. Geography 13,2
		     o North America
		     o Central America/Caribbean
		     o South America
		     o British Isles/Nordic Nations
		     o Main-land Europe
		     o Africa
		     o Middle East
		     o Russia
		     o East Asia
		
		   Academic vocabulary
		   • Microloans
		   • Unicef
		   • United Nations
		   • World Bank
		   • World Court
		
		   Websites
		   • www.un.org
		   • www.worldbank.org
		   • www.nytimes.com/learning
			introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				WEBSITES
				
				•
					the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

Civics and Government
 	
C&G 3: In a democratic society all people have certain rights and responsibilities.
		Students demonstrate an understanding of citizens' rights and responsibilities by… C&G 3 (7-8) –1
		
		C&G 3 (7-8) –1b Evaluating and defending a position on issues involving *individual rights* (personal, economic, legal, or political rights reflected in the *Bill of Rights*)
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities, as it applies to:
		     o North America
		     o Central America/Caribbean
		     o South America
		     o British Isles/Nordic Nations
		     o Main-land Europe
		     o Africa
		     o Middle East
		     o Russia
		     o East Asia Geography 13,3
		
		Academic vocabulary
		• Apartheid
		• Assimilation
		• Genocide
		• Northwest Passage
		
		Websites
		• www.newsela.com
		• www.nytimes.comlearning
		
		C&G 3 (7-8) –1d Identifying conflicts between individual rights and the common good (e.g., Eminent domain, airport expansion, Scituate Reservoir, Coastal Access)
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • As it applies to:
		     o North America
		     o Central America/Caribbean
		     o South America
		     o British Isles/Nordic Nations
		     o Main-land Europe
		     o Africa
		     o Middle East
		     o Russia
		     o East Asia
		
		Academic vocabulary
		• Windforms
		• Renewable energy
		• Panama Canal
		• Dam projects
		
		Websites
		• www.nytimes.com/learning
		• www.pancanal.com
		• www.newwla.com
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

Civics and Government
 	
C&G 3: In a democratic society all people have certain rights and responsibilities.
		Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by… C&G 3 (7-8) –2
		
		C&G 3 (7-8) –2a Identifying an issue, proposing solutions, and developing an action plan to resolve the issue
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		   • Describe and explain examples of cooperation that focus on solving human and environmental issues Geography 13,2
		
		Academic vocabulary
		• Diplomacy
		• ELL
		• NAFTA
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		• Treaty **Websites** • www.nytimes.com **C&G 3 (7-8) –2b** Identifying and explaining how an action taken by an individual or a group impacts the rights of others Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Analyze the positive and negative consequences of humans changing the physical environment. Geography 14,3A • Explain how the characteristics of different physical environments place constraints on human activities. Geography 15,1B **Academic vocabulary** • Clear cutting • Deforestation • Desertification • Ecosystem • Indigenous **Websites** • www.nationalgeographic.com	• involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge		

Civics and Government
 	
C&G 4: People engage in political processes in a variety of ways.
		Students demonstrate an understanding of political systems and political processes by… C&G 4 (7-8) –1
		
		C&G 4 (7-8) –1b Describing how and why individuals identify themselves
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		
		Academic vocabulary
		• Cultures
		• Diffusion
		• Dual citizenship
		• Immigration
		• Nationality
		
		C&G 4 (7-8) –1c Evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America
		
		Academic vocabulary
		• Democracy
		• Dictatorship
		• Monarchy
		• Oligarchy
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		- British Isles/Nordic Nations - Main-land Europe - Africa - Middle East - Russia - East Asia • Theocracy
		
		C&G 4 (7-8) –1d Examining how elections are/can be vehicles of change
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills **Academic vocabulary**
		• As it applies to: • Apartheid
		  o North America • Nelson Mandela
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		
		C&G 4 (7-8) –1e Recognizing multiple perspectives on historical or current controversial issues
		  Grade 8 - Geography and World Cultures
		Essential As it applies to: **Academic vocabulary**
		  o North America • Native Americans
		  o Central America/Caribbean • Indigenous peoples
		  o South America • Vikings
		  o British Isles/Nordic Nations • Immigration
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia			

Civics and Government **C&G 4:** People engage in political processes in a variety of ways.		**Students participate in a civil society by… C&G 4 (7-8)-3** **C&G 4 (7-8)-3a** Demonstrating an <u>understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, <u>voicing alternative points of view, recognizing bias</u>) Grade 8 - Geography and World Cultures	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth	RESOURCE NOTES See complete resource list in the introduction	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		Essential knowledge and skills
		• As it applies to current events in:
		 o North America – U.S./Mexico Border
		 o Central America/Caribbean
		 o South America - rain forest
		 o British Isles/Nordic Nations
		 o Main-land Europe
		 o Africa
		 o Middle East
		 o Russia
		 o East Asia
		
		C&G 4 (7-8)-3b Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to current events in:
		 o North America
		 o Central America/Caribbean - civil wars and treaties
		 o South America
		 o British Isles/Nordic Nations
		 o Main-land Europe
		 o Africa
		 o Middle East
		 o Russia
		 o East Asia
		
		C&G 4 (7-8)-3c Recognizing the cause(s) and effect(s) of taking a civil action
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to current events in:
		 o North America
		 o Central America/Caribbean
		 o South America
		 o British Isles/Nordic Nations
		 o Main-land Europe
		 o Africa – Nelson Mandela
		 o Middle East
		 o Russia
		 o East Asia
			Academic vocabulary
			• Personal narrative
			
			Websites
			• www.pbslearningmedia.org
			
			Academic vocabulary
			• Peace treaties
			
			Websites
			• www.nytimes.com/learning
			
			Academic vocabulary
			• Apartheid
			• Nelson Mandela
			
			Websites
			• www.nelsonmandelamuseum.org.za
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge students' thinking
				• involving students in active participation in the classroom and the wider community
				• involving students in both independent inquiry and cooperative learning;
				• involving students in reading, writing, observing, discussing, and debating
				• building upon students' prior knowledge
					WEBSITES
					
					•
						Questions
						• Formative
						• Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		C&G 4 (7-8)-3d Utilizing a variety of reliable sources <u>to develop an informed opinion</u>
		 Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to current events in:
		  o North America
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		
		Academic vocabulary
		• Citing sources
		• Primary source
		
		Websites
		• http://memory.loc.gov/learn/lessons/psources/pshome.html
		• www.nytimes.com/learningnewsela.com			

Civics and Government
 	
C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
		Students demonstrate an understanding of the many ways Earth's people are interconnected by…
		C&G 5 (7-8) – 1
		
		C&G 5 (7-8) – 1a Tracing and explaining social, technological, geographical, economical, and cultural connections <u>for a given society of people</u> (e.g., trade, transportation, communication)
		 Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		
		Academic vocabulary
		• Developed nations
		• Developing nations
		
		Websites
		• www.cia.gov
		
		C&G 5 (7-8) – 1b Identifying, describing, and explaining how people are <u>politically, economically, environmentally, militarily, and (or) diplomatically</u> connected (e.g., World Bank, UN, NATO, European Union)
		 Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Mainland Europe
		  o Africa
		  o Middle East
		
		Academic vocabulary
		• European Union
		• NATO
		• UN
		• World Bank
		
		Websites
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		o Russia o East Asia			

Civics and Government
 	
C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
		Students demonstrate an understanding of the benefits and challenges of an interconnected world by… C&G 5 (7-8)-2
		
		C&G 5 (7-8)-2a Identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America (covered in U.S. history)
		  o Central America/Caribbean - Spanish Conquest
		  o South America
		  o British Isles/Nordic Nations – Ireland/Northern Ireland
		  o Mainland Europe – Germany and World War II
		  o Africa
		  o Middle East
		  o Russia – end of USSR
		  o East Asia
		
		Academic vocabulary
		• Conquest
		• Revolution
		• Terrorism
		
		Websites
		
		C&G 5 (7-8)-2b <u>Considering competing interests on issues that benefit some people and cause other people to suffer</u> (e.g., slavery, whaling, oil exploration)
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America – gas and oil exploration
		  o Central America/Caribbean - slavery/sugar cane industry
		  o South America
		  o British Isles/Nordic Nations
		  o Main-land Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		
		Academic vocabulary
		• Carbon footprint
		• Oppression
		• Spillover
		
		Websites
		• http://www.mywonderfulworld.org
		• http://www.nationalgeographic.com/xpeditions/atlas/
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

Civics and Government		**Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by…** C&G 5 (7-8)-3	TEACHER NOTES See complete instructional strategies list in the	RESOURCE NOTES See complete resource list in the introduction	ASSESSMENT NOTES See complete assessment list in

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C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.		**C&G 5 (7-8)-3a** Making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)
		 Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America – Hugo Chavez
		  o British Isles/Nordic Nations
		  o Mainland Europe
		  o Africa
		  o Middle East
		  o Russia
		  o East Asia
		• Describe and explain how human-induced changes in one place can affect the physical environment in other places. Geography 14,1
		• Analyze the positive and negative consequences of humans changing the physical environment. Geography 14,3
		
		Academic vocabulary
		• Hybrid Cars
		• Non-Renewable Resources
		• Renewable Resources
		
		Websites
		
		C&G 5 (7-8)-3b Summarizing a significant situation; proposing and defending actions to be taken or not taken (e.g., pollution, consumption, conservation)
		 Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• As it applies to:
		  o North America
		  o Central America/Caribbean
		  o South America
		  o British Isles/Nordic Nations
		  o Mainland Europe –
		  o Africa – selected countries
		  o Middle East – religious influence
		  o Russia – orthodox influence
		  o East Asia
		
		Academic vocabulary
		• Pollution
		• Consumption
		• Conservation
		
		Websites
			introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				WEBSITES
				
				•
					the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

Historical Perspectives/ RI History Strand **HP 1**: History is an account of human activities that is interpretive in nature.		**Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by… HP 1 (7-8) –1** **HP 1 (7-8) –1a** Identifying appropriate sources and using evidence to substantiate specific accounts of human activity Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and explain changes in the geographic **Academic vocabulary** • Spatial distribution	**Teachers** Use **formative assessment** to guide instruction Provide opportunities for **independent, partner** and **collaborative group work** Use *Classroom Instruction That*	Textbook • *My World Geography* Supplementary Books, Teacher (T) Student (S) • "Junior Scholastics" Technology • Computers	REQUIRED COMMON ASSESSMENTS • Pre and Post Test • Common unit assessments (research, writing genres) SUGGESTED FORMATIVE/

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		characteristics and spatial organizations of places, regions, and environments in the past. Geography 17,2
		
		• Special purpose maps
		
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/
		• http://www.herreshoff.org/frames/mmframe.htm
		• www.earth.google.com
		
		HP 1 (7-8) –1b Drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism)
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to:
		Geography 12,2
		   o How immigrants have spread throughout the U.S. as compared to RI
		   o Where people settled and why
		
		Academic vocabulary
		• Ethnic make-up
		• Population distribution
		• Special purpose map
		• Stereotypes
		
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/
		• www.earth.google.com
		• http://www.courts.ri.gov
		
		HP 1 (7-8) –1c Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness
			***Works* Strategies:**
			• Setting objectives and providing feedback
			• Reinforcing effort and providing recognition
			• Cooperative learning
			• Cues, questions, and advance organizers
			• Nonlinguistic representations
			• Summarizing and note taking
			• Assigning homework and providing practice
			• Identifying similarities and differences
			• Generating and testing hypotheses
			
			Model historical thinking skills:
			• chronological thinking,
			• historical comprehension
			• historical analysis and interpretation, historical research capabilities
			• historical issues – analysis and decision-making
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
			
			Facilitate strategies of summarizing and paraphrasing
			• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers
				• LCD projectors
				• Interactive boards
				
				Websites
				  www.commoncore.org/maps
				• www.corestandards.org
				• www.ride.ri.gov
				• www.learnzillion.com
				• www.betterlesson.com
				  www.pbslearningmedia.com
				  www.discoveryeducation.com
				• www.rigeo.org
				• www.cia.gov
				• www.earth.goog;e.com
				  www.education.nationalgeographic.com
				
				Materials
				• Art materials
				• Atlas
				• Blank outline maps
				• Textbook maps
					SUMMATIVE ASSESSMENTS
					
					• Anecdotal records
					
					• Conferencing
					
					• Debates
					
					• Exhibits
					
					• Interviews
					
					• Graphic organizers
					
					• Journals
					
					• Modeling
					
					• Multiple Intelligences assessments, e.g.
					  o Role playing - bodily kinesthetic
					  o Graphic organizing - visual
					  o Collaboration - interpersonal
					
					• Oral presentations
					
					• Problem/Performance based/common tasks
					
					• Research
					
					• Rubrics/checklists
					
					• Tests and quizzes
					
					• Technology
					
					• Think-alouds
					
					• Vocabulary
					
					• Writing genres
					  o Arguments/opinion
					  o Informative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			(word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text Infuse Common Core ELA standards		

Historical Perspectives/ RI History Strand
 	
HP 1: History is an account of human activities that is interpretive in nature.
		Students interpret history as a series of connected events with multiple cause-effect relationships, by… HP 1 (7-8) –2
		
		HP 1 (7-8) –2a Investigating and analyzing historical and visual data in order to draw connections between a series of events
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Explain how historical events were influenced by people's perceptions of people, places, regions, and environments. Geography 17,3
		
		Academic vocabulary
		• Settlement patterns
		• Cloropeth maps
		• Perception
		
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/ http://bensguide.gpo.gov/subject.html#government www.earth.google.com
		• http://www.courts.ri.gov
		
		HP 1 (7-8) –2b Developing, expanding, and supporting an historical thesis, based on a series of events
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments. Geography 17,2
		• Explain how historical events were influenced by people's perceptions of people, places, regions, and environments. Geography 17,3
		
		Academic vocabulary
		• Timeline
		
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

Economics
 	
E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance
		Students demonstrate an understanding of basic economic concepts by... E 1 (7-8) –1
		
		E 1 (7-8) –1a <u>Explaining the relationship between resources and industry.</u>
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		• Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors. Geography 11,1
		• Compare and explain the advantages of one location over another in the access to factors of production. Geography 11,2
		
		   Academic vocabulary
		• Demand
		• Factors of production
		• Opportunity cost
		• Primary secondary
		• Resources
		• Scarcity
		• Supply
		• Tertiary
		
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/
		
		E 1 (7-8) –1b <u>Explaining the relationship</u> between the producers in an real-world and historical context..
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		• Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. Geography 11,3
		    •
		
		   Academic vocabulary
		• Developed nations
		• Developing nations
		• Economies of scale
		• Industrialization
		• Interdependence
		• Technological advances
		
		Websites
		
		E 1 (7-8) –1c <u>Researching and analyzing the impact</u> of surplus, subsistence, and scarcity
		   Grade 8 - Geography and World Cultures
		   Essential knowledge and skills
		• Compare and explain the advantages of one location over another in the access to factors of production. Geography 11,2
		• Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. Geography 11,3
		
		   Academic vocabulary
		• Demand
		• Developed nation
		• Developing nation
		• GOP
		• HDI
		• Interdependence
		• Natural resource maps
		• Scarcity
				Teachers
				
				Use **formative assessment** to guide instruction
				
				Provide opportunities for **independent, partner** and **collaborative group work**
				
				Use *Classroom Instruction That Works* **Strategies:**
				• Setting objectives and providing feedback
				• Reinforcing effort and providing recognition
				• Cooperative learning
				• Cues, questions, and advance organizers
				• Nonlinguistic representations
				• Summarizing and note taking
				• Assigning homework and providing practice
				• Identifying similarities and differences
				• Generating and testing hypotheses
				
				Differentiate instruction by varying the **content, process, and product** and providing opportunities for:
				• Anchoring
				• Cubing
				• Jig-sawing
				• Pre/post assessments
				• Think/pair/share
				• Tiered assignments
				
				Model historical thinking skills:
				• chronological thinking,
				• historical comprehension
				• historical analysis and interpretation, historical research capabilities
				• historical issues – analysis and decision-making
				
				Provide social studies best practices opportunities such as:
				• investigating topics in depth
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge
					Textbook
					• *My World Geography*
					
					Supplementary Books, Teacher (T) Student (S)
					• "Junior Scholastics"
					
					Technology
					• Computers
					• LCD projectors
					• Interactive boards
					• I-pad link – World in Figures
					
					Websites
					  www.commoncore.org/maps
					• www.corestandards.org
					• www.ride.ri.gov
					• www.learnzillion.com
					• www.betterlesson.com
					  www.pbslearningmedia.com
					  www.discoveryeducation.com
					• www.rigeo.org
					• www.cia.gov
					• www.earth.goog;e.com
					  www.education.nationalgeographic.com
					• www.federalreserve.gov
					• www.econedlink.org
					
					Materials
					• Art materials
					• Atlas
					• Blank outline maps
					• Textbook maps
						REQUIRED COMMON ASSESSMENTS
						• Pre and Post Test
						• Common unit assessments (research, writing genres)
						
						SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS
						
						• Anecdotal records
						
						• Conferencing
						
						• Debates
						
						• Exhibits
						
						• Interviews
						
						• Graphic organizers
						
						• Journals
						
						• Modeling
						
						• Multiple Intelligences assessments, e.g.
						  ○ Role playing - bodily kinesthetic
						  ○ Graphic organizing - visual
						  ○ Collaboration - interpersonal
						
						• Oral presentations
						
						• Problem/Performance based/common tasks
						
						• Research
						
						• Rubrics/checklists
						
						• Tests and quizzes
						
						• Technology

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		• Subsistence
		• Supply
		• Surplus
		Websites
		• http://www.nationalgeographic.com/xpeditions/atlas/
			students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
			
			Facilitate strategies of summarizing and paraphrasing
			• graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)
			• two column note taking
			• 5-3-1
			• QAR
			• Read around the text
			
			Infuse Common Core ELA standards
			
			Provide **rubrics** and **models**
					• Think-alouds
					
					• Vocabulary
					
					• Writing genres
					  ○ Arguments/ opinion
					  ○ Informative

Economics **E1**: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance		**Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by… E 1 (7-8) –2** **E 1 (7-8) –2a** Explaining the pros and cons of consumer and producer choices. 　　　Grade 8 - Geography and World Cultures 　　**Essential knowledge and skills**　　　　　**Academic vocabulary** 　　• Describe examples of how cultures differ in their　• Demand 　　　definition and use of resources. Geography 16,1　• Fads 　　　　　　　　　　　　　　　　　　　　　　　• Inflation 　　　　　　　　　　　　　　　　　　　　　　　• Markets 　　　　　　　　　　　　　　　　　　　　　　　• Opportunity cost 　　　　　　　　　　　　　　　　　　　　　　　• Recession 　　　　　　　　　　　　　　　　　　　　　　　• Supply 　　　　　　　　　　　　　　　　　**Websites**	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

Curriculum Writers: John Galoski and Tracey Nangle

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		E 1 (7-8) –2b <u>Describing how a society's definition or determination of value affects distribution of wealth and consumer choices.</u> Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe examples of how cultures differ in their definition and use of resources. Geography 16,1 **Academic vocabulary** • Scarcity **Websites**	and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge		
Economics **Economics** **E1**: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance		**Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by… E 1 (7-8) –3** **E 1 (7-8) –3a** <u>Explaining the relationship between availability, distribution, and allocation of goods and services.</u> Grade 8 - Geography and World Cultures **Essential knowledge and skills** Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources. Geography 16,2 **Academic vocabulary** • Allocation • Distribution • Infrastructure • Tariffs • Trade **Websites** **E 1 (7-8) –3b** <u>Explaining</u> how scarcity impacts <u>the organization of society and development of civilization.</u> Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Explain how renewable resources can be continuously replenished through sustainable use. Geography 16,3A • Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources. Geography 16,3B **Academic vocabulary** • Construction • Nonrenewable • Recycling • Renewable **Websites**	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative
Economics **E2:** Producers and consumers locally, nationally, and		**Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by… E 2 (7-8) –1** **E 2 (7-8) –1a** <u>Explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</u> Grade 8 - Geography and World Cultures	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best**	RESOURCE NOTES See complete resource list in the introduction	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

Curriculum Writers: John Galoski and Tracey Nangle

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department		INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
internally engage in the exchange of goods and services		**Essential knowledge and skills** • Describe examples of how cultures differ in their definition and use of resources. Geography 16,1	**Academic vocabulary** • Demand • Disposable income • Fads • Retail • Supply • Wholesale **Websites**	**practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	WEBSITES •	ASSESSMENTS • Document-based Questions • Formative • Summative
		E 2 (7-8) –1b Comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • • •	**Academic vocabulary** • Command economy • Market economy • Traditional economy **Websites**			
		E 2 (7-8) –1c Predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks. Geography 11,4	**Academic vocabulary** **Websites**			
Economics **E2:** Producers and consumers locally, nationally, and internally engage in the exchange of goods and services		**Students analyze how Innovations and technology affects the exchange of goods and services by…** **E 2 (7-8) – 2** **E 2 (7-8) – 2a** Describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment. Geography 14.2	**Academic vocabulary** • Industrialization • Infrastructure **Websites**	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		E 2 (7-8) – 2b <u>Explaining</u> how innovations and technology positively or negatively impact industries, economies, cultures, and innovations. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and explain how human-induced changes in one place can affect the physical environment in other places. Geography 14.1 • Analyze the positive and negative consequences of humans changing the physical environment. Geography 14.3 **Academic vocabulary** • Industrialization • Unemployment **Websites**	• involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge		
Economics **E3:** Individuals, institutions and governments have roles in economic systems		**Students demonstrate an understanding of the interdependence created by economic decisions by… E 3 (7-8) –1** **E 3 (7-8) –1a** <u>Explaining</u> the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy). Grade 8 - Geography and World Cultures **Essential knowledge and skills** • **Academic vocabulary** • Command economy • Market economy • Tariffs • Taxes • Traditional economy **Websites**	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative
Economics **E3:** Individuals, institutions and governments have roles in economic systems		**Students demonstrate an understanding of the role of government in a global economy by… E 3 (7-8) – 2** **E 3 (7-8) – 2a** <u>Explaining</u> how government succeeds or fails to provide support in a market economy. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • • **Academic vocabulary** • Bonds • Budget • Credit	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and	RESOURCE NOTES See complete resource list in the introduction WEBSITES	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		• • • Demand • Free market • Import/export • Incentive • Interest • Invest • Savings • Stock • Supply **Websites** **E 3 (7-8) – 2b** Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • • • **Academic vocabulary** • European Union • Export • Free trade • Import • NAFTA • Tariffs • Trade barrier **Websites**	responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	•	• Formative • Summative

Geography
 	
G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms
		Students understand maps, globes, and other geographic tools and technologies by… G 1 (7-8) –1
		
		G 1 (7-8) –1a Identifying and utilizing a variety of maps for different purposes.
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to
		  o Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (way finding, reference, thematic).
		  o Identify and describe the functions of a variety of geographic representations.
		
		Academic vocabulary
		• Cardinal direction
		• Compass rose
		• Degrees
		• Geography
		• Hemispheres
		• Latitude
		• Longitude
		• Sphere
		
		Websites
		• http://www.mywonderfulw
			Teachers
			
			Use **formative assessment** to guide instruction
			
			Provide opportunities for **independent, partner** and **collaborative group work**
			
			Use *Classroom Instruction That Works* Strategies:
			• Setting objectives and providing feedback
			• Reinforcing effort and providing recognition
			• Cooperative learning
			• Cues, questions, and advance organizers
			• Nonlinguistic representations
				Textbook
				• *My World Geography*
				
				Supplementary Books, Teacher (T) Student (S)
				• "Junior Scholastics"
				
				Technology
				• Computers
				• LCD projectors
				• Interactive boards
				
				Websites
				  www.commoncore.org/maps
				• www.corestandards.org
				• www.ride.ri.gov
					REQUIRED COMMON ASSESSMENTS
					• Pre and Post Test
					• Common unit assessments (research, writing genres)
					
					SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS
					
					• Anecdotal records
					• Conferencing
					• Debates

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

Curriculum Writers: John Galoski and Tracey Nangle

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department		INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		• Identify and describe the properties and functions of maps students collect from magazines, news articles, and tourist brochures. Geography 1,1A
		   o Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to
		   o Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
		   o Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.
		   o Describe how maps are created for a specific purpose (e.g., school fire-drill map, the route from home to school, classroom map of learning center materials). Geography 1,1B
			orld.org
			• http://www.nationalgeographic.com/xpeditions/atlas/
				• Summarizing and note taking
				• Assigning homework and providing practice
				• Identifying similarities and differences
				• Generating and testing hypotheses
				
				Differentiate instruction by varying the **content, process, and product** and providing opportunities for:
				• Anchoring
				• Cubing
				• Jig-sawing
				• Pre/post assessments
				• Think/pair/share
				• Tiered assignments
				
				Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
				
				Provide opportunities for **higher level thinking:**
				• **Bloom's Taxonomy, e.g.** analyzing, synthesizing, predicting, evaluating, creating, etc.
				• **Webb's Depth of Knowledge, 2,3,4,** skill/conceptual understanding, strategic reasoning, extended reasoning
					• www.learnzillion.com
					• www.betterlesson.com
					  www.pbslearningmedia.com
					  www.discoveryeducation.com
					• www.rigeo.org
					• www.cia.gov
					• www.earth.goog;e.com
					  www.education.nationalgeographic.com
					• www.cbp.gov
					• www.earth.google.com
					
					Materials
					• Art materials
					• Atlas
					• Blank outline maps
					• Textbook maps
						• Exhibits
						• Interviews
						• Graphic organizers
						• Journals
						• Modeling
						• Multiple Intelligences assessments, e.g.
						  o Role playing - bodily kinesthetic
						  o Graphic organizing - visual
						  o Collaboration - interpersonal
						• Oral presentations
						• Problem/Performance based/common tasks
						• Research
						• Rubrics/checklists
						• Tests and quizzes
						• Technology
						• Think-alouds
						• Vocabulary
						• Writing genres
						  o Arguments/ opinion
						  o Informative

		G 1 (7-8) –1b Utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to
		   o Analyze environmental change by annotating a series of remotely sensed images of the same location taken at different dates.
		   o Construct map overlays of GPS-based geospatial data using GIS (e.g., types of housing, local historical structures, neighborhood bus stops).
		   o Construct a map displaying the results of a community survey on a local issue (e.g., locating a new park or school, stream flooding, zoning decisions). Geography 1,3A
		
		G 1 (7-8) –1c Analyzing charts and graphs to interpret geographical information.
		  Grade 8 - Geography and World Cultures
			Academic vocabulary
			• Aerial photograph
			• Distortion
			• Image
			• Projection
			• Satellite
			• Scale
			
			Websites
			• www.usgs.gov
			• http://www.mywonderfulworld.org
			• www.earth.google.com
			• http://www.eoearth.org/article/Physical_geography
			• www.esri.com
				Model historical thinking skills:
				• chronological thinking,
				• historical comprehension
				• historical analysis and interpretation, historical research capabilities
				• historical issues – analysis and decision-making
				
				Provide social studies best practices opportunities such as:
				• investigating topics in depth
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge students' thinking
				• involving students in active participation in the classroom		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		Essential knowledge and skills • Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to o Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region). o Analyze choropleth maps to examine spatial relationships (e.g., between the number of doctors and mortality rates, between corn production and hog production, between global energy production and consumption). o Analyze the overlap among multiple geospatial data layers to identify potential locations of interest (e.g., site for a new park, route for a new road, location of high incidences of crimes). Geography 1,4A • Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to o Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range). o Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps. o Explain how ocean currents influence the characteristics of ecosystems (e.g., the Peru current and the Atacama Desert, the Benguela current and Namib Desert, East Indian current in the Bay of Bengal and monsoon season in India). Geography 8-2 **Academic vocabulary** • Absolute location • Movement • Place • Population density • Population distribution • Population pyramids • Region • Relative location **Websites** • www.noaa.gov • http://www.mywonderful world.org • http://www.nationalgeogr aphic.com/xpeditions/atlas / • http://www.eoearth.org/a rticle/Physical_geography • www.esri.com • www.usgs.com	and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge **Facilitate strategies of summarizing and paraphrasing** • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text Infuse Common Core ELA standards Provide **rubrics** and **models**		

Geography
 	
G1: The World in Spatial Terms: Understanding and interpreting the organization of people,
		Students interpret the characteristics and features of maps by… G 1 (7-8)–2
		
		G 1 (7-8)–2a <u>Analyzing</u> multiple maps (e.g., physical, political, historical) <u>to draw inferences about the development of societies.</u>
		  Grade 8 - Geography and World Cultures
		  Essential knowledge and skills **Academic vocabulary**
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best
				RESOURCE NOTES
				
				See complete resource list in the introduction
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department		INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

places, and environments on Earth's surface provides an understanding of the world in Spatial terms		• Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to
		  o Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).
		  o Analyze choropleth maps to examine spatial relationships (e.g., between the number of doctors and mortality rates, between corn production and hog production, between global energy production and consumption).
		  o Analyze the overlap among multiple geospatial data layers to identify potential locations of interest (e.g., site for a new park, route for a new road, location of high incidences of crimes). Geography 1,4A
		• Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
		  o Construct climographs (using temperature and precipitation data) for several different biomes to explain the distribution of biomes.
		  o Describe the changing vegetation zones with increasing altitude for a mountain located near the equator (e.g., Mount Kilimanjaro in Tanzania, Mount Chimborazo in Peru).
		  o Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation. Geography 8,3
			• Cloropeth map
			• Elevation
			• Physical map
			• Political map
			• Special-purpose map
			
			Websites
			• www.noaa.gov
			• www.usgs.com
			• www.earth.google.com
			• http://www.mywonderfulworld.org
			• http://www.nationalgeographic.com/xpeditions/atlas/
				practices opportunities such as:
				• investigating topics in depth
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge students' thinking
				• involving students in active participation in the classroom and the wider community
				• involving students in both independent inquiry and cooperative learning;
				• involving students in reading, writing, observing, discussing, and debating
				• building upon students' prior knowledge
					WEBSITES
					
					•
						ASSESSMENTS
						• Document-based Questions
						• Formative
						• Summative

Geography
 	
G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions
		Students understand the physical and human characteristics of places by… G 2 (7-8) –1
		
		G 2 (7-8) –1a Explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).
		  Grade 8 - Geography and World Cultures
		  Essential knowledge and skills
		• Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to
		  o Describe how changing transportation and communication technologies influence human
			Academic vocabulary
			• Communicate
			• Cultural landscapes
			• Cultural region
			• Cultural traits
			• Ethics
				TEACHER NOTES
				
				See complete instructional strategies list in the introduction
				
				Provide social studies best practices opportunities such as:
				• investigating topics in depth
				• exercising choice and responsibility by choosing their own topics for inquiry
				• involving exploration of open questions that challenge
					RESOURCE NOTES
					
					See complete resource list in the introduction
					
					WEBSITES
					
					•
						ASSESSMENT NOTES
						See complete assessment list in the introduction
						
						REQUIRED COMMON ASSESSMENTS
						• Document-based Questions
						• Formative
						• Summative

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		distribution and settlement patterns using time lines, maps, and graphs (e.g., compare historic routes West, such as the Santa Fe Trail and Route 66 with current modes and routes of travel and discuss how these have influenced settlement, map the flow of emigrants to the United States by ethnic group, date, factors causing emigration, ports of entry, and settlement patterns, comparing early immigration to current immigration). o Describe and compare the changes in environmental systems that cause changes in cultural, political, or economic conditions (e.g., a species becoming endangered leads to protected locations and conservation management, climate change influences emissions control legislation, depletion of a natural resource results in higher costs and effects new technologies). o Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes). Geography 8,2A **G 2 (7-8) –1b** Analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to o Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems). o Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion). o Explain how industrial activities (e.g., factories, electric power generating plants) affects other locations (e.g., acid rain downwind, thermal inversions, smog). Geography 14,1A	• Language • Norm • Place • Social structure **Websites** • www.earth.google.com • http://www.mywonderfulworld.org • http://www.nationalgeographic.com/xpeditions/atlas/ • http://www.eoearth.org/article/Physical_geography **Academic vocabulary** • Cultural diffusion • Cultural hearth • Diversity • Emigration • Extended family • Immigration • Migration • Nuclear family • Pull factor • Push factor • Social structure **Websites** • http://www.mywonderfulworld.org • http://www.nationalgeographic.com/xpeditions/atlas/	students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge		

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

Geography
 	
G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions
		Students distinguish between regions and places by… G 2 (7-8) –2
		
		G 2 (7-8) –2a <u>Analyzing and explaining the geographical influences that shape regions and places.</u>
		   Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to
		  o Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and com-mercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).
		  o Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
		  o Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development). Geography 12,2A
		• Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to
		  o Explain the effects of variations in seasonal precipitation on rivers or vegetation (e.g., amount of snowfall, flash floods, 100-year rain event on rivers, lakes, shorelines, forests).
		  o Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).
		  o Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). .
		  Geography 7, 3
		
		Academic vocabulary
		• Emigration
		• Immigration
		• Migration
		
		Websites
		• www.tracen.org
		• www.trade.gov
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

Curriculum Writers: John Galoski and Tracey Nangle

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

Geography
 	
G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions
		Students understand different perspectives that individuals/groups have by… G 2 (7-8) –3
		
		G 2 (7-8) –3a <u>Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently</u> (e.g., urban vs. rural).
		   <u>Grade 8 - Geography and World Cultures</u>
		Essential knowledge and skills
		• Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to
		  o Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).
		  o Describe how transportation systems are arranged to provide access to the commercial and industrial areas of a city (e.g., locations and routes of public transit systems, locations and proximity of railroads to power stations and industrial parks).
		  o Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
		Geography 12,4
		
		Academic vocabulary
		• Birth rate
		• Death rate
		• GDP
		• Infant mortality rates
		• Irrigate
		• Standard of living
		• Technology
		
		Websites
		• www.earth.google.com
		• http://www.mywonderfulworld.org
		• http://www.nationalgeographic.com/xpeditions/atlas/
		• www.cia.gov
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				• www.worldofcultures.org
				• www.asskri.org
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
					• Formative
					• Summative

Geography
 	
G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions
		Students understand how geography contributes to how regions are defined / identified by… G 2 (7-8) –4
		
		G 2 (7-8) –4a Understanding the difference between formal, vernacular, and functional regions
		   <u>Grade 8 - Geography and World Cultures</u>
		Essential knowledge and skills
		• Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
		  o Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).
		  o Identify and describe the spatial extent of a local perceptual region by searching a web-based
		
		Academic vocabulary
		• Border
		• Cultural landscape
		• Cultural norms
		• Cultural region
		• Cultural traits
		• Industry religion
		• Language
		• Social structure
		
		Websites
		• www.earth.google.com
		• http://www.mywonderfulworld.org
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading,
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
					• Document-based Questions
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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		telephone directory or mapping site to identify businesses and their locations (e.g., Michiana, Cascadia, Cajun Country, Capital City, Twin Cities). o Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual). Geography 5, 1A • Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences, as exemplified by being able to o Compare mental maps of the state sketched by students to identify examples of spatial understanding such as scale on the maps. o Compare mental maps sketched by students of the location or region of a historical event to identify the different perceptions students may have from the same information presented in the classroom. o Compare the details in mental maps sketched by students of their most preferred and least preferred state in which to live. Geography 2, 4A **G 2 (7-8) –4b** <u>Categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.</u> <u>Grade 8 - Geography and World Cultures</u> **Essential knowledge and skills** • Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to o Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region). o Identify and describe the spatial extent of a local perceptual region by searching a web-based telephone directory or mapping site to identify businesses and their locations (e.g., Michiana, Cascadia, Cajun Country, Capital City, Twin Cities). o Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions	• http://www.nationalgeographic.com/xpeditions/atlas/ • http://www.eoearth.org/article/Physical_geography **Academic vocabulary** • Emigration • Immigration • Language • Pull factor • Push factor • Religion **Websites** • http://www.mywonderfulworld.org • http://www.eoearth.org/article/Physical_geography	writing, observing, discussing, and debating • building upon students' prior knowledge		

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		(e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual). Geography 5, 1A			
Geography **G3:** Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		**Students understand why people do/do not migrate by… G 3 (7-8) –1** **G 3 (7-8) –1a** analyzing how migration affects a population. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to o Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location). o Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, in-creased tax base, increased economic activity). o Explain the effects on northern Plains states of long-term out migration, especially of graduating high school students (e.g., an aging population requiring social services, the closing of stores in small towns, schools closing as a result of declines in school-age populations). Geography 9,3C **Academic vocabulary** • Overpopulation • Population density • Population pyramids **Websites** • www.nytimes.com/learning • www.peoplemov.in	**TEACHER NOTES** See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	**RESOURCE NOTES** See complete resource list in the introduction **WEBSITES** •	**ASSESSMENT NOTES** See complete assessment list in the introduction **REQUIRED COMMON ASSESSMENTS** • Document-based Questions • Formative • Summative
Geography **G3:** Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		**Students understand the interrelationships of geography with resources by… G 3 (7-8) –2** **G 3 (7-8) –2a** analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to o Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration. o Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration. o Explain reasons for temporary migration streams or chain migration (e.g., movements of seasonal workers in agriculture, movements of workers from **Academic vocabulary** • Depletion • Distribution • Migrant workers • Push and pull factors **Websites** • http://www.mywonderfulworld.org • www.netmigration.wisc.edu	**TEACHER NOTES** See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and	**RESOURCE NOTES** See complete resource list in the introduction **WEBSITES** •	**ASSESSMENT NOTES** See complete assessment list in the introduction **REQUIRED COMMON ASSESSMENTS** • Document-based Questions • Formative • Summative

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		Indonesia and Pakistan to the Persian Gulf states, movements of people from rural areas to nearby small towns to distant big cities). Geography 9,3b	cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge		
Geography **G3:** Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		**Students understand how geography influences human settlement, cooperation or conflict by… G 3 (7-8) –3** **G 3 (7-8) –3a** using evidence to build a logical argument in support or in opposition to expansion of human settlement. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to o Identify environmental issues in a region and describe the consequences of these issues on the region and the appearance of the environment in the next 30 years if no action is taken, limited action is taken, or with considerable intervention. o Describe how the increasing demand for water resources will affect the physical environment and suggest ways to replenish and conserve water resources. o Explain why the majority of emerging megacities will continue to be located in South and East Asia. Geography 18,2 **Academic vocabulary** • Clean energy • Global warming • Water insecurity **Websites** • www.water.worldbank.org • www.worldwater.org • www.sciencedaily.com	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative
Geography **G4:** Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.		**Students explain how humans depend on their environment by… G 4 (7-8)-1** **G 4 (7-8)-1a** Analyzing how human dependence on the environment impacts political, economic and social decisions. Grade 8 - Geography and World Cultures **Essential knowledge and skills** • Describe and analyze the influences of geographic contexts on current events and issues, as exemplified by being able to o Explain the role of the geographic context in a current global conflict (e.g., boundary dispute, resource allocation, land-use issues) and identify strategies that might be used to settle the conflict. o Describe and analyze the challenges a region's **Academic vocabulary** • Global issue • Mitigation **Websites** • http://www.mywonderfulworld.orgtes • http://www.nationalgeogra	TEACHER NOTES See complete instructional strategies list in the introduction **Provide social studies best practices opportunities such as:** • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative

SOCIAL STUDIES CURRICULUM Grade 8, Geography and World Cultures

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS

		physical geography offers in making policy decisions about present and future needs (e.g., planning military operations in remote or rugged areas of the world, determining the advisability of extracting natural resources from environmentally fragile areas).
		   o Describe the geographic context and resulting challenges in monitoring and maintaining a secure southern US border. Geography 18,1A
		• Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able
		   o Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).
		   o Analyze areas of a community most prone to potential flooding from rivers, thunderstorms, and storm surges and suggest possible mitigation strategies.
		   o Analyze the current pattern of interstate highways and based on projections of population growth suggest where new highways might be needed. Geography 181B
		
		phic.com/xpeditions/atlas/
		• www.sciencedaily.com
		• www.enn.com
		• http://www.eoearth.org/article/Physical_geography
		• www.sdwebx.worldbank.org
			participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge		

Geography
 	
G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.
		Students explain how humans react or adapt to an ever-changing physical environment by… G 4 (7-8)-2
		
		G 4 (7-8)-2a Analyzing the impact of human reactions to environmental changes <u>and identifying and providing alternate solutions with supporting evidence.</u>
		   <u>Grade 8 - Geography and World Cultures</u>
		   <u>Essential knowledge and skills</u>
		• Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to
		   o Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
		   o Analyze the proportion of built area to vegetation land cover around a community and identify possible consequences in changes to that proportion (e.g., habitat changes, heat island effect, water and wetland patterns).
		   o Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable
		
		Academic vocabulary
		• Deforestation
		• Desertification
		• Erosion
		• Habitat
		• Lithosphere
		
		Websites
		• http://geographyworldonline.com/index.htm l
		• http://www.mywonderfulworld.org
		• www.nytimes.com/learning
		• www.unesco.org
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
					See complete assessment list in the introduction
					
					REQUIRED COMMON ASSESSMENTS
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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		forestry). Geography 14,3	knowledge		

Geography
 	
G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.
		Students explain how human actions modify the physical environment by… G 4 (7-8) –3
		
		G 4 (7-8) –3a Making predictions and drawing conclusions about the impact that human actions have on the physical environment.
		  Grade 8 - Geography and World Cultures
		Essential knowledge and skills
		• Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to
		  o Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
		  o Analyze the proportion of built area to vegetation land cover around a community and identify possible consequences in changes to that proportion (e.g., habitat changes, heat island effect, water and wetland patterns).
		  o Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry).
		Geography 14,3
		
		Academic vocabulary
		
		Websites
		• http://geographyworldonline.com/index.htm l
		• http://www.mywonderfulworld.org
		• www.unesco.org
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
			
			Provide social studies best practices opportunities such as:
			• investigating topics in depth
			• exercising choice and responsibility by choosing their own topics for inquiry
			• involving exploration of open questions that challenge students' thinking
			• involving students in active participation in the classroom and the wider community
			• involving students in both independent inquiry and cooperative learning;
			• involving students in reading, writing, observing, discussing, and debating
			• building upon students' prior knowledge
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
					ASSESSMENT NOTES
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COMMON CORE LITERACY Reading Key Ideas and Details (RH)		**Students** RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3 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). **Essential knowledge and skills** • Graphic organizers • Marking texts' • objective summary • Nonlinguistic representations **Academic vocabulary** **Websites**	TEACHER NOTES See complete instructional strategies list in the introduction Facilitates/models • Graphic organizers • Marking texts • Objective summary • Nonlinguistic representations	RESOURCE NOTES • See resource list on page one • WEBSITES •	ASSESSMENT NOTES **Required** • **Suggested** (see list on page one) • Graphic organizers • Marking texts' • objective summary • Nonlinguistic representations
COMMON CORE LITERACY Reading		**Students** RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	TEACHER NOTES See complete instructional strategies list in the	RESOURCE NOTES See complete resource list in the introduction	ASSESSMENT NOTES See complete assessment list in

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Craft and Structure (RH)		RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **Essential knowledge and skills** **Academic vocabulary** • Vocabulary word walls • Informational text feature identification • Bias identification **Websites** • Opinion vs. fact analysis	introduction Facilitates/models • Vocabulary word walls • Informational text feature identification • Bias identification • Opinion vs. fact analysis **Facilitate strategies of summarizing and paraphrasing** • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text	WEBSITES •	the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative
COMMON CORE LITERACY Reading Integration of Knowledge and Ideas (RH)		**Students** RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. **Essential knowledge and skills** **Academic vocabulary** • Non-linguistic representation • Objective summarization • Graphic organizers **Websites** www.dailyinforgraphic.com	TEACHER NOTES See complete instructional strategies list in the introduction Facilitates/models • Non-linguistic representation • Objective summarization • Graphic organizers **Facilitate strategies of summarizing and paraphrasing** • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify	RESOURCE NOTES See complete resource list in the introduction WEBSITES • www.dailyinforgraphic.com	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text		
COMMON CORE LITERACY Reading Range of Reading (RH)		**Students** RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. • Text sets • Lexile leveled reading	TEACHER NOTES See complete instructional strategies list in the introduction Facilitates/models • Text sets • Lexile leveled reading **Facilitate strategies of summarizing and paraphrasing** • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative

COMMON CORE LITERACY Writing
Text Types and Purposes
• Arguments
• Information
		Students
		
		WHST.6-8.1 Write **arguments** focused on discipline-specific content.
		   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
		
		   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
		
		   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
			TEACHER NOTES
			
			See complete instructional strategies list in the introduction
				RESOURCE NOTES
				
				See complete resource list in the introduction
				
				WEBSITES
				
				•
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		d. Establish and maintain a formal style.
		
		e. Provide a concluding statement or section that follows from and supports the argument presented.
		Grade 8 - Geography and World Cultures
		
		Essential knowledge and skills **Academic vocabulary**
		   • Take a stand on a current event or issue
		   • Cite textural evidence to support claim or point of view **Websites**
		
		WHST.6-8.2 Write **informative/explanatory texts**, including the narration of historical events, scientific procedures/ experiments, or technical processes.
		    a. Introduce a topic clearly, previewing what is to follow; 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.
		
		    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		
		    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		
		    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		
		    e. Establish and maintain a formal style and objective tone.
		
		    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		
		Essential knowledge and skills **Academic vocabulary**
		   • Timeline
		   • Information on origami, calligraphy
		      Websites			

COMMON CORE LITERACY Writing Production and Distribution (WHST)		**Students** WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.. WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.. WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		relationships between information and ideas clearly and efficiently.. **Essential knowledge and skills** **Academic vocabulary** • Peer editing **Websites**			• Summative
COMMON CORE LITERACY Writing Research to Build and Present Knowledge (WHST)		**Students** WHST.6-8.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.6-8.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. WHST.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Essential knowledge and skills** **Academic vocabulary** • Primary and secondary sources • Examine bias • Citing sources **Websites**	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES See complete assessment list in the introduction REQUIRED COMMON ASSESSMENTS • Document-based Questions • Formative • Summative
COMMON CORE LITERACY Writing Range of Writing (WHST		**Students** WHST.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences **Essential knowledge and skills** **Academic vocabulary** • Graphic organizers • T-charts • Venn- diagrams **Websites** • Constructed response	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES See complete resource list in the introduction WEBSITES •	ASSESSMENT NOTES **Required** **Suggested** (see list on page one) • Constructed response • Cornel notes • Exit tickets • Graphic organizers • KWL charts • Outlines • Pro/con charts • Summary • T-charts • Tophat organizers • Venn diagrams