

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 1: Map Skills	Course Time Prior to Keystone/PSSA: N/A
Overview: Students will apply geographic tools including grid systems, legends, symbols, scales, and compass rose, to construct and interpret maps and graphs.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • Why a globe is marked with a grid to measure features on Earth? • Why are there different types of maps? • What are the different parts of maps? • What are the five themes of geography? 	Enrichment: Create a powerpoint on the five themes of geography.
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A 7.1.6.B 7.2.6.A 7.2.6.B	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

8th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
	<ul style="list-style-type: none"> Different type of map projections Different types of maps Parts of a map/globe Purpose of a globe/map Find absolute location <ul style="list-style-type: none"> Longitude Latitude Find information from a map/globe Analyze purpose of map Five themes of 	<ul style="list-style-type: none"> Compare maps of different projections Describe distortions in map projections Identify and use the parts of a map Identify the parts of a globe Identify locations using latitude and longitude Identify key latitude lines and longitude lines. Comprehend and use political maps Comprehend and use physical maps Examine different types of special purpose maps and their 	<ul style="list-style-type: none"> Map Projections <ul style="list-style-type: none"> Mercator map projection Robinson map projection Map types <ul style="list-style-type: none"> Political maps Physical maps Special Purpose maps Latitude Longitude Scale Compass Rose Key Meridians Parallels 	<ul style="list-style-type: none"> My World Geography, Pearson Desktop maps Supplementary Materials Teacher developed notes Junior Scholastic Magazines Nystrom Atlas Maps, charts, graphs 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects

8th Grade Social Studies Curriculum

	geography	<ul style="list-style-type: none"> uses <ul style="list-style-type: none"> ○ Climate regions ○ Language regions • Non-fiction skill- finding information from a map • Analyze how/why a certain type of map should be used • Identify and define the five themes of geography 	<ul style="list-style-type: none"> • Equator • Prime Meridian • Tropic of Cancer • Tropic of Capricorn • Movement • Region • Human Environment Interaction • Location • Place 		<ul style="list-style-type: none"> • Journal writing • Web based activities • Oral presentations
--	-----------	--	--	--	---

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

8th Grade Social Studies Curriculum

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

7.2.6.A:

Describe the characteristics of **places** and **regions**.

7.2.6.B:

Describe the physical processes that shape patterns on Earth's surface.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 2: Five Themes of Geography	Course Time Prior to Keystone/PSSA: n/a
<p>Overview: This Unit will serve as an introduction to basic geography skills required to complete the course. Students will demonstrate their understanding and use the five basic themes of geography. This unit will serve as the cornerstone of understanding for the course. Students will refer back to these concepts throughout the course to better understand the world they live in.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the five themes if geography? <ul style="list-style-type: none"> ○ What is the location of a place? ○ What is the character of a place? ○ How are places similar to and different from other places? ○ How do people, goods, and ideas move between places? ○ How do people interact with the natural environment of a place? • How do geographers identify location, place, and region? • Why do geographers study movement and human-environment interaction? 	<p>Enrichment:</p> <p>Create an I-movie on a country using the five themes of geography to describe it</p>
<p>PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

8th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.
---	---

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> Define the term geography The five themes of geography <ul style="list-style-type: none"> Relative vs. Absolute location Human vs. Physical Characteristics Movements of Ideas, people, and goods Human Environment interaction Formal vs. Functional Region 	<ul style="list-style-type: none"> Demonstrate use of maps and atlases Identify the five themes of geography and provide examples of applications of the five themes. Students will be expected to; <ul style="list-style-type: none"> describe the difference between absolute and relative location describe physical characteristics of a place - landforms/climate/vegetation/ water features describe human characteristics or culture traits to describe a place describe the movement of ideas, goods, & people by giving examples such as...culture traits, trade, technology, migration, , etc. 	<ul style="list-style-type: none"> Geography Absolute location Relative location Hemisphere Character of a place Perception Formal region Functional region Perceptual region 	<u>World Geography: Building a Global Perspective.</u> Prentice Hall <u>Nystrom Desk Atlas</u> & activities Supplementary Materials Teacher developed notes Junior Scholastic Magazine	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

8th Grade Social Studies Curriculum

		<ul style="list-style-type: none"> ○ give examples of the environment's impact on man such as...types of foods, architecture, clothing ○ Explain man's impact on the environment such as... population growth on resource use and depletion ○ Compare and contrast the three types of regions and give examples of each. 		<p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p>	
--	--	---	--	--	--

Subject Area – Geography

Standard Area - 7.1: *Basic Geographic Literacy*

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.8.B: Explain and locate places and regions as defined by physical and human features.

Standard Area - 7.2: *Physical Characteristics of Places and Regions*

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of places and regions.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: *Human Characteristics of Places and Regions*

Grade Level - 7.3.8: GRADE 8

8th Grade Social Studies Curriculum

7.3.8.A: Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: *Interactions Between People and the Environment*

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the physical systems on people within regions.

7.4.8.B: Interpret the effects of people on the physical systems within regions.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 3: Physical Geography- Landforms	Course Time Prior to Keystone/PSSA: n/a
Overview: Students analyze, evaluate and explain earth's physical features. Specifically, students will classify the major physical characteristics and how they are shaped internally and externally.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How do scientists classify the earth's major physical characteristics? • What are the four spheres of the earth system, and how are they inter-related? • What physical processes affect the earth's crust? 	Enrichment: Create a map of the world's tectonic plate and explain the effects on the earth.
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

8th Grade Social Studies Curriculum

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • Earth's Layers • Four spheres of the earth • Internal processes <ul style="list-style-type: none"> ○ Volcanoes ○ Convection • Plate boundaries <ul style="list-style-type: none"> ○ Plate movements ○ Mountains ○ Ridges ○ Earthquakes ○ Faults • Weathering <ul style="list-style-type: none"> ○ Chemical ○ Mechanical • Erosion <ul style="list-style-type: none"> ○ Water ○ Wind ○ Glaciers • Most common landforms and bodies of water <ul style="list-style-type: none"> ○ Plains 	<ul style="list-style-type: none"> • Explain both the internal and external structure of the earth • Identify the four spheres of the earth and describe how they are inter-related • Examine the internal processes building up the earth's surface- volcanoes and crustal movement • Describe how plate movements shape the earth's surface • Examine continental drift and seafloor spreading as evidence of plate tectonics • Identify the three types of plate boundaries and the resulting landform features and tectonic activity • Explain the two types of weathering- mechanical and chemical • Analyze the effect of erosion on the earth's surface • Identify landform features of each type of erosion 	<ul style="list-style-type: none"> • Core • Mantle • Crust • Lithosphere • Atmosphere • Hydrosphere • Biosphere • Continent • Relief • Fault/Fold • Plate tectonics • Continental Drift Theory • Pangaea • Ring of Fire • Sea-floor Spreading • Divergent • Convergent • Transform • Subduction • Rift • Mid-Atlantic 	<p><u>My World Geography.</u> Prentice Hall</p> <p><u>Nystrom Desk Atlas &</u> activities</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>Junior Scholastic Magazines</p> <p>Maps, charts, graphs</p> <p>Google Earth</p>	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group • Formal and creative writings • Computer-generated research projects • Web based activities • Oral presentations

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Mountains ○ Valley ○ River basin ○ Divide ○ Island ○ Peninsula ○ Strait ○ Bay ○ Sound 	<ul style="list-style-type: none"> • Identify and define the most common landforms and water bodies • Label the major landform features of the seven continents. 	<p>Ridge</p> <ul style="list-style-type: none"> • Archipelago • Trenches • Earthquake • Tsunami • Weathering • Mechanical weathering • Chemical weathering • Frost wedging • Biotic wedging • Oxidation • Carbonation • Cave • Acid rain • Erosion • Sediment • Delta • Loess • Glaciers • Moraines 	Discovery Education	
--	---	--	--	-------------------------------------	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

8th Grade Social Studies Curriculum

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 4: Physical Geography- Climate and Ecosystems	Course Time Prior to Keystone/PSSA: n/a
<p>Overview: Students will understand the factors that influence the world's climate regions and ecosystems. Specifically, students will describe the relationship between the earth and sun, latitude, ocean currents, and elevation. The students will use this information to describe the location of the major climate regions and their temperature and precipitation patterns. Students will also describe the interaction of plant life, animal life, and the physical environment (climate) to form the earth's many ecosystems.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <p>Climate:</p> <ul style="list-style-type: none"> ○ How are weather and climate affected by the relative positions of the earth and sun? ○ How do wind and ocean currents redistribute the sun's heat? ○ What factors influence the world's climate regions? ○ What is climate change and the causes of it? <p>Ecosystems:</p> <ul style="list-style-type: none"> ○ What conditions affect life in an ecosystem? ○ Why are there different types of forests? ○ Where are grasslands located? ○ How does life survive in harsh deserts and tundras? 	<p>Enrichment: Biome Poster or powerpoint</p> <ul style="list-style-type: none"> • Create a poster or powerpoint on: <ul style="list-style-type: none"> ○ Tropical Rain Forest ○ Taiga ○ Tundra ○ Deciduous Forest ○ Temperate Grassland ○ Desert ○ Tropical Grassland ○ Temperate Rain Forest
<p>PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

8th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC8.5.9-6-8.A, CC8.5.6-8.B., CC8.5.6-8.C, CC8.5.6-8.D., CC8.5.6-8.E., CC8.5.6-8.F., CC8.5.6-8.G., CC8.5.6-8.H., CC8.5.6-8.I., CC8.5.6-8.J., CC.8.6.6-8.A., CC8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.
---	---

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • Weather and Climate <ul style="list-style-type: none"> ○ Earth-sun relationship ○ Major climate zones ○ Seasons • Temperature <ul style="list-style-type: none"> ○ Zones of latitude ○ Seasonal change ○ Wind and ocean currents • Water and Climate <ul style="list-style-type: none"> ○ Oceans ○ Water Cycle • Air Circulation and Precipitation <ul style="list-style-type: none"> ○ Three types of precipitaion ○ Convergence Zone ○ Tropical Storms ○ Coriolis Effect 	<ul style="list-style-type: none"> • Describe how weather and climate are affected by the relative positions of the earth and sun. • Explain how latitude determines the major climate zones of tropical, temperate, and polar, including the causes for the seasons. • Explain how wind and oceans currents redistribute the sun's heat • Identify and define precipitation • Describe the factors that influence the 	<ul style="list-style-type: none"> • Atmosphere • Weather • Climate • Greenhouse Effect • Rotation • Revolution • Solstice • Equinox • Precipitation • Front • Tropical Cyclone • Hurricane • Tornado • Windward and 	My World Geography. Prentice Hall Nystrom Desk Atlas & activities Supplementary Materials Teacher developed notes	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group • Formal and creative writings • Computer-generated research projects • Web based activities • Oral presentations

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Convection • Types of Climate <ul style="list-style-type: none"> ○ Global patterns of temperature, precipitation, and wind ○ Tropical Wet ○ Tropical Wet and Dry ○ Humid Sub Tropical ○ Maritime ○ Subarctic ○ Semiarid ○ Arid ○ Tundra • Ecosystems and biomes <ul style="list-style-type: none"> ○ Tropical Rain Forest ○ Taiga ○ Tundra ○ Deciduous Forest ○ Temperate Grassland ○ Desert ○ Tropical Grassland ○ Temperate Rain Forest 	<p>world's climate regions, including the proximity to water bodies, mountain ranges, and elevation.</p> <ul style="list-style-type: none"> • Describe the location of the world's major climate regions • Identify the factors that have caused climate change • Describe the relationship between climate and biomes • Describe types of forests, types of grasslands • Describe life adaptations in harsh climates. • Identify the major biomes of the world and the assemblage of plants and animals in each. • Explain why there are different types of forests and the location of them. • Explain why there are 	<p>Leeward</p> <ul style="list-style-type: none"> • Continental climate • Maritime climate • Ecosystem • Biome • Rainforest • Deciduous • Coniferous • Chaparral • Savanna • Prairie • steppe • Tundra • Cactus • Permafrost • Herbivore • Carnivore 	<p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p>	
--	--	--	--	--	--

8th Grade Social Studies Curriculum

		<p>different types of grasslands and the location of them.</p> <ul style="list-style-type: none"> • Explain the location of deserts and tundra's, and how life survives in these harsh climates. 			
--	--	---	--	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement

8th Grade Social Studies Curriculum

Economic activities

Political activities

Standard Area - 7.4: *Interactions Between People and the Environment*

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 5: Human Geography- Population and Culture	Course Time Prior to Keystone/PSSA: n/a
<p>Overview: Students will demonstrate an understanding of the concepts of human geography. Specifically, students will explain how population is distributed around the world and identify the effects of population growth. Students list and describe some of the elements or traits of culture, and explain how cultures change.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C, 1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E, 1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ○ Why is population density distributed unevenly around the world? <ul style="list-style-type: none"> ▪ What factors lead people to live where they do? ○ Why do populations growth rates differ throughout the world? <ul style="list-style-type: none"> ▪ Why are population growth rates higher in less-developed countries? ▪ Which regions of the world have the highest annual population growth rates? ▪ Are there countries within those regions that do not fit the regional patterns? ○ What are some possible effects of population growth? ○ Why are the densest concentrations of people in urban areas? ○ Why is urbanization a problem in many countries? ○ What are some of the elements of culture? ○ How do cultures change? 	<p>Enrichment: Powerpoint project – statistically comparing and contrasting three different countries.</p> <p>Statistical information:</p> <ul style="list-style-type: none"> - population - birth rate - death rate - type of government - literacy rate - HDI Number

8th Grade Social Studies Curriculum

PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B	Remediation: <ul style="list-style-type: none"> Prentice Hall: My World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> Define culture Define demography Factors that determine where people live. Population growth <ul style="list-style-type: none"> growth rates level of economic development four densest concentrations of 	<ul style="list-style-type: none"> Examine why population density is distributed unevenly around the world Analyze the factors that determine where people live, and how they adapt to different environments Identify and define the 	<ul style="list-style-type: none"> Culture Demography Arable land Population density Birthrate Death rate Immigrant Emigrant 	<u>My World Geography</u> Prentice Hall <u>Nystrom Desk Atlas & activities</u>	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> populations globally <ul style="list-style-type: none"> ○ urbanization • Elements common to all cultures <ul style="list-style-type: none"> ○ Kinds of Family ○ Kinds of Society ○ Languages ○ Religions • Cultural Diffusion/Convergence <ul style="list-style-type: none"> ○ Spreading of Traits ○ Technology 	<p>statistical data that is used to characterize population growth.</p> <ul style="list-style-type: none"> • Analyze why population growth rates vary globally, specifically explaining the relationship between population growth and the level of economic development as indicated by the data. • Describe the patterns of settlement • Students will complete a series of blank physical and political maps for each continent, so students can visualize settlement patterns, and the location of major cities. • Identify some possible effects of population growth by describing the process of urbanization and the problems associated with it. • Describe culture traits 	<ul style="list-style-type: none"> • Urbanization • Rural • Culture Traits <ul style="list-style-type: none"> -material -non-material • Culture hearth • Society • Family • Nuclear Family • Extended family • Social Structure • Social Class • Language • Religion • Cultural convergence • Diffusion • Standard of Living • Diversity • Cultural convergence 	<p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p>	<p>generated research projects</p> <ul style="list-style-type: none"> • Web based activities • Oral presentations
--	---	--	---	--	---

8th Grade Social Studies Curriculum

		<p>that are common in cultures- language, religion, food, clothing, housing, culture landscape, and social organization</p> <ul style="list-style-type: none">• Identify the global culture hearths from which culture spread.• Describe how cultures change through cultural convergence and diffusion, and how change is limited by cultural divergence.			
--	--	---	--	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and

8th Grade Social Studies Curriculum

environments.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: *Physical Characteristics of Places and Regions*

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: *Human Characteristics of Places and Regions*

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population

- Culture

- Settlement

- Economic activities

- Political activities

Standard Area - 7.4: *Interactions Between People and the Environment*

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 6: Human Geography- Political and Economic Systems	Course Time Prior to Keystone/PSSA: n/a
Overview: Students will describe how various types of government and economic systems differ from one another. Specifically, students will compare and contrast the different types of government and give examples of each. Students will compare and contrast the different types of economic systems and give examples of each.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> ○ What are four characteristics shared by all countries? ○ How do various types of government differ from one another? ○ How do various types of economic systems differ from one another? 	Enrichment: Create an excel spreadsheet comparing three countries government types and economic systems.
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

8th Grade Social Studies Curriculum

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> Government <ul style="list-style-type: none"> Origins Powers Limits Political Systems <ul style="list-style-type: none"> Nation-States Democracy Monarchy Authoritarian Totalitarianism Political Structures <ul style="list-style-type: none"> Systems of Government Unitary federal Conflicts <ul style="list-style-type: none"> Foreign policy Sovereignty Treaty diplomacy Economic systems <ul style="list-style-type: none"> Traditional Market Communism 	<ul style="list-style-type: none"> Examine why governments were created Explain the powers of government Explain the limits of government Students will list and describe the four characteristics shared by all countries: territory, population, sovereignty, and a government Describe the difference between states and nation-states Compare and contrast how various types of government structure and authority differ from one another Evaluate different types of political structures Analyze the cause and effects of international conflict Identify organizations 	<ul style="list-style-type: none"> Sovereignty Government Constitution Tyranny Limited government Unlimited government State City-state Nation-state Empire Treaty Foreign policy Diplomacy Unitary system Federation Confederation Authoritarian Dictatorship Totalitarianism Monarchy Democracy Traditional 	<u>World Geography: Building a Global Perspective.</u> Prentice Hall <u>Nystrom Desk Atlas & activities</u> Supplementary Materials Teacher developed notes DVD support Primary and secondary source readings	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Web based activities Oral presentations

8th Grade Social Studies Curriculum

		<p>established to promote international peace</p> <ul style="list-style-type: none"> • Compare and contrast how various types of economic systems, and give real world examples of each. <p>Economic Systems: traditional, market, command, mixed</p>	<p>economy</p> <ul style="list-style-type: none"> • Market economy • Communism • Supply and Demand • Command economy • Mixed economy 	<p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p>	
--	--	--	---	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

Population
Culture
Settlement

8th Grade Social Studies Curriculum

Economic activities

Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 7: Human Geography- Resources and Land Use	Course Time Prior to Keystone/PSSA: n/a
<p>Overview: Students will understand the concepts of human geography dealing with resources and land use. Specifically, students will differentiate between renewable and nonrenewable resources and identify different energy sources in the modern world. Students will distinguish the categories of economic activity and trade. Students will evaluate data as an indicator of a country's level of development.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ○ How do renewable resources and nonrenewable resources differ? ○ What energy sources are available to individual? ○ How does the uneven distribution of resources affect where people live, what sorts of economic activities they pursue, and the trade networks that they develop? ○ What are four different categories of economic activities? <ul style="list-style-type: none"> ▪ Which activities would you expect to take place in cities and rural areas, as well as in different environments, ie. along a coastline or in a desert? ○ Why are global trade patterns changing today? ○ What kinds of data indicate a country's level of development 	<p>Enrichment: Weigh the cost of petroleum transportation against environmental concerns.</p> <ul style="list-style-type: none"> • Handout – Pipelines: Background, stylized map, and route scoring sheet • Trace on a stylized map a pipeline from oil fields to refining facilities, while taking in account terrain, cities, and wildlife refugees
<p>PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

8th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC8.5.9-6-8.A, CC8.5.6-8.B., CC8.5.6-8.C, CC8.5.6-8.D., CC8.5.6-8.E., CC8.5.6-8.F., CC8.5.6-8.G., CC8.5.6-8.H., CC8.5.6-8.I., CC8.5.6-8.J., CC.8.6.6-8.A., CC8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.
---	---

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • Natural Resources <ul style="list-style-type: none"> ○ Renewable ○ Nonrenewable ○ Fossil fuels • Energy Sources <ul style="list-style-type: none"> ○ Fossil fuels ○ Nuclear ○ Geothermal ○ Wind ○ Water ○ Solar ○ biomass • Environmental Impact <ul style="list-style-type: none"> ○ Deforestation ○ Pollution ○ Best solutions 	<ul style="list-style-type: none"> • Define natural resources • Differentiate between renewable and nonrenewable resources • Examine the various types of energy sources available to nations and individuals • Distinguish the four different categories of economic activities [primary, secondary, tertiary, & 	<ul style="list-style-type: none"> • Natural resources • Renewable resources • Nonrenewable resources • Fossil fuels • Nuclear energy • Water energy • Geothermal energy • Solar energy • Wind energy • Biomass 	<p><u>My World Geography</u> Prentice Hall</p> <p><u>Nystrom Desk Atlas & activities</u></p> <p>Supplementary Materials</p> <p>Teacher developed</p>	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group • Formal and creative writings • Computer-generated research projects • Web based activities

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> • Economic Activities <ul style="list-style-type: none"> ○ Global trade patterns • Economic Development <ul style="list-style-type: none"> ○ Developed country ○ Developing countries ○ GDP ○ Technology ○ Exports ○ Imports 	<p>quaternary] and give examples of each.</p> <ul style="list-style-type: none"> • Explain the global trade patterns which is a response of the uneven distribution of resources • Examine how global trade patterns changing today • Evaluate data as an indicator of a country's level of development. 	<ul style="list-style-type: none"> • Recycling • Primary economic activity • Subsistence farming • Commercial farming • Secondary economic activity • Cottage industry • Commercial industry • Tertiary economic activity • Service jobs • Quaternary economic activity • Export • Import • Developed countries • Developing countries • per capita 	<p>notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p>	<ul style="list-style-type: none"> • Oral presentations
--	--	---	--	---	--

8th Grade Social Studies Curriculum

			GDP		
--	--	--	-----	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

8th Grade Social Studies Curriculum

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 8: The United States	Course Time Prior to Keystone/PSSA: n/a
<p>Overview: Students will identify, evaluate, and analyze the physical characteristics and human geography as they apply to the United States of America. Specifically, this unit will examine the impact of natural resources on the economy, growth of American cities, and the diversity of the different regions in the U.S.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do natural resources, technology and respect for individual freedoms encourage economic growth and prosperity in the United States? • How has the growth of American cities been influenced by available transportation, economic opportunities, and peoples wants and needs? • How did the Northeast United States develop into a major commercial center in the world? • How has the warm climate and abundant natural resources of the South continued to attract people and industry? • How did agriculture, manufacturing, and transportation become the backbone of the Midwestern economy? • How has the availability and distribution of natural resources affected where people live and work in the West? 	<p>Enrichment: Students can research specific states within the United States and the compare and contrast them in a presentation. Statistics such as population, average income, median age, can be used as topics for comparison.</p> <p>Project ideas: Powerpoint, pages, Imovie.</p>

8th Grade Social Studies Curriculum

PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B, 8.1.8.A, 8.2.8.A, 8.3.8.C	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed..
Connecting to Common Core and Other Standards: Common Core found at www.corestandards.org : CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • The major landforms found in the United States • Climate variations in the United States • Major natural vegetation regions in the United States • Natural Resources <ul style="list-style-type: none"> ○ Agriculture ○ Homestead Act ○ Forestry 	<ul style="list-style-type: none"> • Take notes and participate in discussion of key concepts, terms, and ideas within Unit. • Use maps skills to apply the Five Themes of Geography to the United States. • Use historical or 	<ul style="list-style-type: none"> • Gross National Product • Canal • Erie Canal • Transcontinental Rail Road • Samuel Morse • Alexander Graham Bell • Telecommunication 	<ul style="list-style-type: none"> • My World Geography. Prentice Hall • Nystrom Desk Atlas & activities • Supplementary Materials 	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Mining • Transportation Technology <ul style="list-style-type: none"> ○ Uses of Rivers ○ Canals built ○ Steamboats ○ Railroads ○ Automobile ○ Highway system • Communication Technology <ul style="list-style-type: none"> ○ Telegraph ○ Telephone ○ Computers ○ Cell phones • Respect of Individual Freedoms <ul style="list-style-type: none"> ○ Capitalism • Metropolitan Areas <ul style="list-style-type: none"> ○ Major Cities ○ Effect of transportation ○ Impact of Migration ○ Urban Hierarchy • Major physical and cultural characteristics that identify or distinguish the major regions of the United States • THE NORTHEAST <ul style="list-style-type: none"> ○ Contribution of bodies of water ○ History and contributing factors to 	<ul style="list-style-type: none"> current event articles to highlight physical and cultural aspects of the United States. • Explain how natural resources promote economic success for the United States. • Describe how transportation and communication is key to economic development. • Analyze how respect for individual freedoms encourages economic growth. • Identify how advances in transportation technologies have affected metropolitan areas in the United States. • Explain why many Americans migrated to the South and West. • Explain how cities and smaller towns can be interconnected • Identify physical 	<ul style="list-style-type: none"> • Free Enterprise • Metropolitan Area • Hierarchy • Hinterland • Megalopolis • Industrial • Mangrove • Agricultural • Bayou • Fall Line • Sunbelt • Humus • Growing Season • Grain Elevator • Grain Exchange • Tundra • Aqueduct 	<ul style="list-style-type: none"> • Teacher developed notes • AMERICA: The Story of Us DVD and Companion book • Maps, charts, graphs • Google Earth • Discovery Education • Junior Scholastic Magazine 	<ul style="list-style-type: none"> • Formal and creative writings • Computer-generated research projects • Web based activities • Oral presentations
--	--	--	--	---	--

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> settlement and urbanization <ul style="list-style-type: none"> ○ Settlement patterns ○ industrialization • THE SOUTH <ul style="list-style-type: none"> ○ Settlement, Plantations, Slavery, and Civil War ○ Distinctive vegetation and climate. ○ Growth of Industry ○ Bodies of Water ○ Sunbelt ○ Patterns of migration ○ Natural Resources • THE MIDWEST <ul style="list-style-type: none"> ○ The Louisiana Purchase ○ Agricultural patterns (Nation's Breadbasket) ○ Advances in agricultural technology ○ Industries and natural resources ○ Transportation • THE WEST <ul style="list-style-type: none"> ○ American migration ○ Oregon Trail ○ Gold Rush ○ Importance of transportation ○ Wagon Train 	<ul style="list-style-type: none"> characteristics and resources that affected the economy of the Northeast • Explain how the Northeast became an early leader of industry. • Evaluate how the coastal region of the Northeast became a Megalopolis. • Explain how warm climate and rich soils affected settlement and agriculture in the south. • Identify key resources that have influenced industrial development in the South • Describe how changes in the South have led to the growth of southern cities. • Describe how the climate of the Midwest supports agriculture. 			
--	--	--	--	--	--

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Transcontinental Rail Road ○ Automobile ○ Importance of natural resources ○ Lumber, Gold, Oil ○ Availability of water 	<ul style="list-style-type: none"> • Evaluate why farming has become big business for the Midwest. • Explain how industry and natural resources have promoted industry in the Midwest. • Evaluate how the abundance or scarcity of water resources affects vegetation and settlement in the West. • Identify the major natural resources of the West. 			
--	---	---	--	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.8.B: Explain and locate places and regions as defined by physical and human features.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

8th Grade Social Studies Curriculum

7.2.8.A: Explain the characteristics of places and regions.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of places and regions using the following criteria:

- Population

- Culture

- Settlement

- Economic activities

- Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the physical systems on people within regions.

7.4.8.B: Interpret the effects of people on the physical systems within regions.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 9: The United States	Course Time Prior to Keystone/PSSA: n/a
Overview: Students will identify, evaluate, and analyze the physical characteristics and human geography as they apply to Canada. Specifically, this unit will examine the various regions of Canada, how the cultural characteristics and economic activities have impacted Canada, and how diversity has challenged Canada's national unity.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How can Canada be divided into regions based on physical features, cultural characteristics and economic activities? • How has conflict between diverse cultural groups challenged Canada's national unity? • What challenges and opportunities has Canada faced while developing peaceful relationships with the United States and the rest of the world? 	Enrichment: Prepare panel discussions on how life would change if Quebec became a separate nation. Debate style format would be used for this activity.
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B, 8.1.8.A, 8.2.8.A, 8.3.8.C	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

8th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC8.5.9-6-8.A, CC8.5.6-8.B., CC8.5.6-8.C, CC8.5.6-8.D., CC8.5.6-8.E., CC8.5.6-8.F., CC8.5.6-8.G., CC8.5.6-8.H., CC8.5.6-8.I., CC8.5.6-8.J., CC.8.6.6-8.A., CC8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.
--	---

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> The Atlantic Provinces <ul style="list-style-type: none"> Physical features Maritime relation Economic Activities Great Lakes-St. Lawrence Provinces Importance of natural and man-made waterways. Economic Activities Exposed bedrock of the Canadian Shield Prairie Provinces <ul style="list-style-type: none"> Physical features Patterns of settlement Economic Activities British Columbia 	<ul style="list-style-type: none"> Take notes and participate in discussion of key concepts, terms, and ideas within Unit. Use maps skills to apply the Five Themes of Geography to Canada. Use historical or current event articles to highlight physical and cultural aspects of Canada. Identify the Five Regions of Canada including a description of the physical and cultural characteristics that distinguish each region. 	<ul style="list-style-type: none"> Province Maritime Lock Bedrock Inuit Separatism Secede NAFTA Tariff Customs 	<p><u>My World Geography.</u> Prentice Hall</p> <p><u>Nystrom Desk Atlas &</u> activities</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p>	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Web based activities Oral presentations

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Physical features ○ Patterns of settlement ○ Economic activities • Northern Territories <ul style="list-style-type: none"> ○ Climates ○ Changing culture ○ Natural resources ○ Native Canadians • First Canadians • Colonial rivals <ul style="list-style-type: none"> ○ French ○ British • Diversity in Canada <ul style="list-style-type: none"> ○ Multicultural society ○ Uniting Canada's Regions • Major economic concerns • Environmental concerns 	<ul style="list-style-type: none"> • Explain why the Great Lakes-St. Lawrence Provinces have become Canada's heartland • Examine the economic activities and patterns of settlement found in the Prairie Provinces and British Columbia • Describe the similarities of the U.S. Midwest and the Canadian Prairie Provinces • Identify the importance of transportation and its influence on the location of major cities. • Examine how climate and location affected the development of the northern territories • Identify the historical roots of Canada's major cultural groups • Explain why Quebec is the scene of conflict between two cultures • Examine how the multicultural nature of Canada's population represent its policy of 		<p>Maps, charts, graphs</p> <p>Google Earth</p> <p>Discovery Education</p> <p>Junior Scholastic Magazine</p>	
--	---	--	--	--	--

8th Grade Social Studies Curriculum

		welcoming diversity while promoting unity <ul style="list-style-type: none"> • Explain geographic challenges of Canada • Describe Canada's relationship with the United States 			
--	--	--	--	--	--

Subject Area – Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

8th Grade Social Studies Curriculum

Population
Culture
Settlement
Economic activities
Political activities

Standard Area - 7.4: *Interactions Between People and the Environment*

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.8: GRADE 8

Standard

8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B: Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.

8.1.8.C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate **primary and secondary sources**.

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 10: Pacific World and Antarctica	Course Time Prior to Keystone/PSSA: n/a
Overview: Students will identify, evaluate, and analyze the physical characteristics and human geography as they apply to the Pacific World and Antarctica. Specifically, this unit will examine the diverse physical characteristics of Australia, the unique physical and human characteristics of New Zealand and Antarctica's ice climate.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> How does Australia's population compare to the vast landscape and diverse physical characteristics? How are New Zealand and the Pacific islands of Oceania unique? How do the different forms of ice affect climate, wildlife habitation, and exploration on Antarctica? 	Enrichment: <ul style="list-style-type: none"> Research Australia's Great Barrier Reef and the environmental issues that face it? <ul style="list-style-type: none"> Present to the class Write a short essay explaining the issues Create an i-movie
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B, 8.1.8.A, 8.1.8.B, 8.1.8.C	Remediation: <ul style="list-style-type: none"> Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: Common Core found at www.corestandards.org : CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.IClick here to enter text.	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction.

8th Grade Social Studies Curriculum

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • Australian migration • European settlement <ul style="list-style-type: none"> ○ Prison system ○ War and disease ○ Aborigines • Australia's major cities <ul style="list-style-type: none"> ○ Sydney ○ Canberra ○ Melbourne ○ Perth ○ Adelaide ○ Hobart ○ Brisbane ○ Darwin • Australia's physical characteristics <ul style="list-style-type: none"> ○ Great Barrier Reef ○ The outback • Unique Wildlife • Environmental change in Australia <ul style="list-style-type: none"> ○ Aborigines culture ○ Mining ○ Sheep ranching ○ Industry • New Zealand <ul style="list-style-type: none"> ○ North Island 	<ul style="list-style-type: none"> • Take notes and participate in discussion of key concepts, terms, and ideas within Unit. • Use maps skills to apply the Five Themes of Geography to the Pacific World and Antarctica. • Use historical or current event articles to highlight physical and cultural aspects of the Pacific World and Antarctica. • Identify physical and cultural characteristics that distinguish Australia • Explain how migration affected Australia's population and land use. • Explain why Australia's population is clustered around major cities. • Describe how European settlers changed Australia's environment. • Explain how New Zealand's European majority affected the Maori way of life. 	<ul style="list-style-type: none"> • Aborigine • James Cook • Lagoon • Cyclone • Outback • Dreamtime • Jumpbucks • Artesian Well • Southern Alps • Maori • kiwi • Geyser • Polynesia • Micronesia • Melanesia • Trust Territory • Crevasse • Ice Shelf • Pack Ice • Ernest Shackleton • Roald Amundsen • Robert Scott • Convergence Zone • Krill • Antarctic Treaty 	<p><u>My World Geography</u> Prentice Hall</p> <p><u>Nystrom Desk Atlas</u> & activities</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>Maps, charts, graphs</p> <p>Google Earth</p> <p><u>Discovery Education</u></p> <p><u>Junior Scholastic Magazine</u></p>	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group • Formal and creative writings • Computer-generated research projects • Web based activities • Oral presentations

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ characteristics ○ South Island ○ characteristics • European Settlement <ul style="list-style-type: none"> ○ Maori culture ○ War and disease • New Zealand's Agricultural Economy <ul style="list-style-type: none"> ○ Dairy Cattle ○ Sheep Farms ○ Kiwi Fruit • Urbanization • Pacific Islands <ul style="list-style-type: none"> ○ High islands ○ Low islands ○ Polynesia, Micronesia, and Melanesia • Economic Activities of the Pacific Islands <ul style="list-style-type: none"> ○ Agriculture ○ Tourism • Pacific Island Independence • Antarctica's Climate <ul style="list-style-type: none"> ○ Ice Sheets ○ Glaciers ○ Wind ○ Location ○ Temperatures ○ Ice Shelves ○ Pack Ice • Antarctica's Exploration <ul style="list-style-type: none"> ○ Shackleton's Journey 	<ul style="list-style-type: none"> • Explain how Europeans influenced the economy of New Zealand. • Identify the physical and cultural characteristics that distinguish New Zealand and the Pacific Islands • Identify the physical characteristics of the Pacific Island's. • Explain the different economic activities of the Pacific Islands • Describe the impact of tourism to the Pacific Islands • Explain how some Pacific Islands gained independence. • How do the climate and ice-covered terrain of the continent of Antarctica affect the wildlife habitation and human exploration? • Explain the impact of the harsh climate on the physical features and animals of Antarctica • Describe the importance of the Antarctic Treaty • Explain why Antarctica is ideal for scientific research 			
--	--	--	--	--	--

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Amundsen and Scott's expedition • Antarctic Resources 				
--	--	--	--	--	--

Subject Area – Geography

Standard Area - 7.1: *Basic Geographic Literacy*

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.8.B: Explain and locate places and regions as defined by physical and human features.

Standard Area - 7.2: *Physical Characteristics of Places and Regions*

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of places and regions.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface

Standard Area - 7.3: *Human Characteristics of Places and Regions*

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: *Interactions Between People and the Environment*

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the physical systems on people within regions.

7.4.8.B: Interpret the effects of people on the physical systems within regions.

8th Grade Social Studies Curriculum

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

8.1.8.A: Explain continuity and change over time using sequential order and **context of events**.

8.1.8.B: Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.8.C: Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

8th Grade Social Studies Curriculum

Unit Title/Skill Set: Unit 11: South Asia	Course Time Prior to Keystone/PSSA: n/a
Overview: Students will identify, evaluate, and analyze the physical characteristics and human geography as they apply to South Asia. Specifically, this unit will examine the impact of India's independence movement, how the cultural traditions affect modern India and the political and social challenges of South Asia's countries.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B Listening and Reading: 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> Explain how India's independence movement was largely nonviolent, but open conflict preceded independence in Pakistan and Bangladesh How does ancient cultural traditions continue to affect daily life for many people throughout modern India Identify the political and social challenges that India's neighbors also struggle with. 	Enrichment: Students will use current event articles to highlight aspects of physical and human geography in South Asia.
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A, 7.4.8.A, 7.4.8.B, 8.1.8.A, 8.2.8.A, 8.3.8.C	Remediation: <ul style="list-style-type: none"> Prentice Hall World Geography- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: Common Core found at www.corestandards.org : CC.5.9-6-8.A, CC.5.6-8.B., CC.5.6-8.C, CC.5.6-8.D., CC.5.6-8.E., CC.5.6-8.F., CC.5.6-8.G., CC.5.6-8.H., CC.5.6-8.I., CC.5.6-8.J., CC.6.6-8.A., CC.6.6-8.B., CC.6.6-8.C., CC.6.6-8.D., CC.6.6-8.E, CC.6.6-8.F., CC.6.6-8.G., CC.6.6-8.H., CC.6.6-8.I Click here to enter text.	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

8th Grade Social Studies Curriculum

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.8.A 7.1.8.B 7.2.8.A 7.2.8.B 7.3.8.A 7.4.8.A 7.4.8.B	<ul style="list-style-type: none"> • Physical Features of India <ul style="list-style-type: none"> ○ Himalayas • India's Climate Regions <ul style="list-style-type: none"> ○ Thar Desert ○ Monsoons ○ Flooding • Population patterns • Indian Independence <ul style="list-style-type: none"> ○ Mohandas Ghandi • Religious Conflicts <ul style="list-style-type: none"> ○ Hindus vs. Muslims ○ Violent Partition ○ Bangladesh formed • Religious Life <ul style="list-style-type: none"> ○ Caste System ○ Hindus ○ Sikhism ○ Jainism • Village Life <ul style="list-style-type: none"> ○ Rural housing ○ Food ○ Clothing ○ Family life ○ Modern Technology • Urbanization <ul style="list-style-type: none"> ○ Life in towns 	<ul style="list-style-type: none"> • Explain the role Mohandas Gandhi played in India's movement from a British colony to an independent nation. • Analyze how religious conflict contributed to independence for Pakistan and Bangladesh. • Describe how religion shapes the lives of the people of India • Identify the ways that village life in India has remained essentially the same for generations, and in what ways has it changed in recent years. • Evaluate how urbanization has changed the character of India. • Identify the ways in which India's government is attempting to raise the country's standard of living. • Describe how the availability 	<ul style="list-style-type: none"> • Monsoons • Nationalism • Nonviolent Resistance • Boycott • Partition • Reincarnation • Caste System • Charpoy • Mumbai (Bombay) • Sari • Purdah • Joint Family System • Cottage Industry • Hydroelectric Power • Irrigate • Embankment Dam • Buffer State • Taliban • Al-Qaida • Osama bin Laden • 911 • Mount Everest 	<ul style="list-style-type: none"> • <u>My World Geography</u>. Prentice Hall • <u>Nystrom Desk Atlas & activities</u> • Supplementary Materials • Teacher developed notes • Junior Scholastic Magazines • Maps, charts, graphs • Google Earth • <u>Discovery Education</u> 	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Projects – individual/group • Formal and creative writings • Computer-generated research projects • Web based activities • Oral presentations

8th Grade Social Studies Curriculum

	<ul style="list-style-type: none"> ○ Life in Cities • Economic Improvements <ul style="list-style-type: none"> ○ Agricultural Technology ○ Cottage Industries ○ Industry ○ Education ○ Health Care • Pakistan <ul style="list-style-type: none"> ○ Irrigation ○ Electricity ○ Tarbela Dam ○ Cultural Patterns ○ Foreign influences • Afghanistan <ul style="list-style-type: none"> ○ Ethnic Diversity ○ Buffer State ○ Terrorism ○ War • Bangladesh <ul style="list-style-type: none"> ○ Climate ○ Overpopulation • Nepal and Bhutan <ul style="list-style-type: none"> ○ Landscapes ○ Cultures • Sri Lanka <ul style="list-style-type: none"> ○ Environmental change ○ Social Unrest ○ Independence movement 	<p>of water influences the lives of the people of Pakistan.</p> <ul style="list-style-type: none"> • Identify political and cultural issues the affect Afghanistan. • Identify the ongoing difficulties that challenge the people and the government of Bangladesh. • Evaluate what landscapes and cultures make Nepal, Bhutan and Sri Lanka distinct. 	<ul style="list-style-type: none"> • Guerrilla warfare • Malnutrition • Deforestation 		
--	--	---	--	--	--

Subject Area – Geography

8th Grade Social Studies Curriculum

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.8:

7.1.8.A: Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.8: Grade 8

7.2.8.A: Explain the characteristics of **places** and **regions**.

7.2.8.B: Explain the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.8: GRADE 8

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.8 Grade 8

7.4.8.A: Illustrate the effects of the **physical systems** on people within **regions**.

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.8: GRADE 8

Standard

8th Grade Social Studies Curriculum

8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B: Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.

8.1.8.C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate **primary and secondary sources**.