

Stage 1 Desired Results 1st quarter 8th grade History

ESTABLISHED GOALS (CCSS)

CCSS Writing (W): 2,
4, 5, 6, 7, 8,
9,

CCSS Reading (R): 1,
3, 4, 5, 7, 8

Goal: 2.1, 2.2, 2.3, 1.2,
1.5

Transfer

Students will be able to independently use their learning to...

This quarter, you have been learning about discovery and colonization of the “New World”, as well as the struggles these early Native Americans, early explores, and colonists. In this unit, you will demonstrate your understanding of these concepts through, writing skills, reading skills, and use problem solving skills by creating a solution for a real-world problem.

Meaning

UNDERSTANDINGS

Students will understand that...

- **Geography**
- **Climate**
- **Resources**
- **Politics**
- **Economics**
- **Norms of Society**

These factors influenced the early settler’s decision on where they went to live in the New World.

ESSENTIAL QUESTIONS:

What region would you as an early colonist choose to live and why?

Acquisition

Students will know...

- **Geology of the U.S. and Idaho**
- **Geography of the U.S. and Idaho**
- **The First Americans; early Native Americans**
- **Europeans Reach Outward 1500-1650**
- **Spain Builds an Empire 1500-1600**

Students will be skilled at...

Writing arguments focused on discipline-specific content.
Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Draw evidence from informational texts to support analysis reflection, and research.

	<ul style="list-style-type: none"> • Search for a Northwest Passage 1600-1810 	<p>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.</p> <p>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).</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>
--	--	---

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): Check off each item as you complete it. Turn in all finished materials WITH this checklist.</p> <ol style="list-style-type: none"> 1. ____ Read the poems “Upon the Burning of Our House” and “To my dear and loving Husband”; complete questions 1 and 4. 2. ____ Read the article “The Quaker Ideal of Religious Tolerance”; Questions: <i>What is the main idea of this article? What were the effects on early colonial life in the New World?</i> 3. ____ Read the article “Life in Early Virginia”; Questions: <i>What is the main idea of this article? What were the effects on early colonial life in the New World?</i> 4. ____ Use the information gained from completing #1 thru 3 above, to explain the following

