

Teacher: Mr. Downes/ Mr. Shirley	Subject: Social Studies: Georgia Studies		Grade: 8	Date: Week 3 (April 6 – 10, 2020)	
GEORGIA STANDARDS OF EXCELLENCE	SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia. a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter. b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area. c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands. SS8H2 Analyze the colonial period of Georgia’s history. a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period. d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government. e. Give examples of the kinds of goods and services produced and traded in colonial Georgia				
	LEARNING TARGETS Students will be able to say with confidence “I Can”:				
WORK SESSION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Article of the Week: Tough Times	Gallopade ExpertTrack: Checkpoint 02 – European Exploration Impacts American Indians in Georgia (SS8H1a-c)	Achieve 3000 Article 1: Surf’s up at the 2020 Olympics Article 2: Goofyfooting for Gold	Gallopade ExpertTrack: Checkpoint 03 – Georgia’s Colonial Period (SS8H2a-e)	CNN-10 March 16th Episode w/ Quiz in Canvas
HOMEWORK	Learn the material required to master the Unit	Learn the material required to master the Unit	Learn the material required to master the Unit	Learn the material required to master the Unit	Learn the material required to master the Unit
	Finish all work that has not been completed.	Finish all work that has not been completed.	Finish all work that has not been completed.	Finish all work that has not been completed.	Finish all work that has not been completed.
Modifications & Accommodations	-ESOL: use of word to word dictionary -504/SPED: modify based on plan/IEP	-ESOL: use of word to word dictionary -504/SPED: modify based on plan/IEP	-ESOL: use of word to word dictionary -504/SPED: modify based on plan/IEP	-ESOL: use of word to word dictionary -504/SPED: modify based on plan/IEP	-ESOL: use of word to word dictionary -504/SPED: modify based on plan/IEP