

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 8**

Theme: American Studies: Citizenship

Essential core question: What are the responsibilities and rights of being an American Citizen?

<p><i>The student will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies.</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The birth, growth, and decline of civilizations.</p> <p>RELATED SOFTWARE & WEBSITES</p> <p>Educator’s Desk Reference www.eduref.org</p> <p><i>has 13 lesson plans on US government and 5 lesson plans on civics</i></p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES</p> <p><i>The student will be able to:</i></p> <p>C 1 Define democracy (US1.11, US1.13, US1.21)</p> <p>C 2 Investigate, compare and contrast the origins of democratic ideals as expressed in primary source documents (US1.14, US1.38)</p> <p style="padding-left: 20px;">Examples: Mayflower Compact Declaration of Independence Washington’s Farewell Address Articles of Confederation</p> <p>C 3 Recognize that democracy is based on the concept of an evolving process. Explain how the Constitution, Bill of Rights and amendments reflect and preserve these principles of an American government. (US1.14, US1.16)</p> <ol style="list-style-type: none"> 1. Individual rights and responsibilities 2. Equality 3. The rule of law 4. Limited government 5. Representative democracy <p>C 4 Explain the roles of various founders at the constitutional Convention. Describe the major debates that occurred at the convention and the “Great Compromise” that was reached. (US1.7, US1.8)</p> <p>C 5 Describe the functions of the three branches of the federal government, their relationship to each other and what it takes to be an effective leader. (US1.8, US1.11, US1.14, US1.21, US1.25)</p> <ol style="list-style-type: none"> 1. Executive branch 2. Judicial branch 3. Legislative branch 	<p>ASSESSMENT STRATEGIES AND ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Students will create a book demonstrating their knowledge of the Constitution.</p> <p>Students will organize, create, build, and present the Constitution on Parade.</p> <p>Students will create a three dimensional representation of the system of checks and balances.</p> <p>Students will write and perform an original amendment song.</p> <p>SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES:</p> <p>Problem Solving Initiatives Group Activities Art/Music integrations Role Play Research Project Map Activities Reading for content and relevance Analyze Primary & Secondary source documents Open-response questions Oral Presentations Plays Outlining Summarizing Paraphrasing MLA format use Interdisciplinary Activities Locate information using indexes, table of contents, computerized directories Lecture/note taking Graphic Organizers Curriculum Produced Materials</p>
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• Numbers in parentheses refer to the US History Learning Standards found in the Massachusetts History and Social Science Framework, Aug. 2004 pp.65-75

DISCIPLINES

H= History

G=Geography

E=Economics

C=Civics and Government

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<p><i>The student will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The growth and spread of free markets and industrial economies.</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The birth, growth, and decline of civilizations.</p> <p>RELATED SOFTWARE & WEBSITES</p> <p>Marco Polo resources: www.marcopolo-education.org</p> <p><i>Modern Era: Can You Afford to Vote?</i> <i>Ben Franklin's Guide to US Gov't</i> <i>The Federalist Debates</i> <i>Constitution Costs</i> <i>Colonial Broadside</i> <i>Starting a Gov't from Scratch</i></p>	<p><i>The student will be able to:</i></p> <p>C 6 Explain how American citizens were and are expected to participate in, monitor, and bring about changes in their government over time. (US1.1, US1.5, UUS1.14, US1.19)</p> <p>C 7 Identify the varying roles and responsibilities of the federal, state, and local governments in the United States. (US1.15, US1.17, US1.18)</p>	<p>ASSESSMENT STRATEGIES AND ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Students will create a book demonstrating their knowledge of the Constitution.</p> <p>Students will organize, create, build, and present the Constitution on Parade.</p> <p>Students will create a three dimensional representation of the system of checks and balances.</p> <p>Students will write and perform an original amendment song.</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><u><i>We the People</i></u> <u><i>American History: The Early Years to 1877</i></u></p> <p>Primary Sources;</p> <ul style="list-style-type: none"> • Magna Carta • Mayflower Compact • Journal of William Bradford • Declaration of Independence • Treaty of Paris • Common Sense • Federalist Papers • US & MA Constitutions <p><u><i>The Living Constitution</i></u> <u><i>American Portraits</i></u> <u><i>Geography in History</i></u></p>
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