

Grade Level:	8th
Class Title:	Social Studies
Subject:	Social Studies
Class Description:	<p>In this class (Student) will gain understanding and applicable knowledge of Civics, Economics, Geography, History and Social Studies Skills appropriate to his/her grade level. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.</p> <p>Topics of Study:</p> <ol style="list-style-type: none"> 1. US- Fighting for Independence and Framing the Constitution (1776-1815) 2. US- Slavery, Expansion, Removal, and Reform (1801-1850) 3. US- Civil War and Reconstruction (1850-1877) 4. US- Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870-Present) 5. US- Looking Forward <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2014-2015 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>Geography- Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present. Understands and analyzes how the environment has affected people and vice versa. Understands the characteristics of cultures from the past or present</p> <p>Economics-Understands the production, distribution, and consumption of goods, services, and resources from the past or present. Understands supply and demand and how it affects trade</p> <p>Civics-Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.</p> <p>Understands that the U.S. government includes concepts of both a democracy and a republic. Understands how societies interact with one another. Understands various forms of government and their effects on the lives of people in the past or present. Understands a variety of forms of government from the past or present.</p> <p>History- Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900:</p> <ul style="list-style-type: none"> ▪ Fighting for independence and framing the Constitution (1776—1815). ▪ Slavery, expansion, removal, and reform (1801—1850). ▪ Civil War and Reconstruction (1850—1877). <p>Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900). Fighting for independence and framing the Constitution (1776—1815).</p>

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Civil War and Reconstruction (1850—1877).

Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).

Social Studies Skills- Understands plagiarism and copyrighting.
Understands primary and secondary sources when researching.
Researches historical events.

Please take a look at the sample learning activities below. Use them as a model to describe what your child will be doing at home. Adjust and modify them to match what you are doing at home.

**Learning
Activities:**

- 1) (Student) will read or listen to information on a topic for 60 minutes each week.
- 2) (Student) will complete ___ pages per week in Social Studies workbook.
- 3) (Student) will create one journal entry by writing or dictating on a concept each week.
- 4) (Student) will summarize information one time each week.
- 5) (Student) will produce a project including written work one time each month.
- 6) (Student) will keep a list of vocabulary words in a journal.
- 7) (Student) will complete one mapping activity each week.

A journal is highly suggested for keeping all written work.

**Progress
Criteria/
Methods of
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.