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MSAD#54 Curriculum

Content Area: Social Studies

Name of Course/Grade Level: 8TH Grade

Date: June 2012

MLR Grade Span: 6-8

Era (US/World) Colonial America

Unit: A More Perfect Union

Text: The American Journey

Common Assessment (attached):

Standard: A. Applications of Social Studies

Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

Performance Indicator Label:

A1-Researching and Developing Positions on Current Social Studies Issues

Performance Indicator:

Students research, select, and present a position on a *current social studies issue* by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

Standard: B. Civics and Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Performance Indicator Label:

B1-Knowledge, Concepts, Themes, and Patterns of Civics/Government

Performance Indicator:

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.

Performance Indicator Label:

B2-Rights, Duties, Responsibilities, and Citizen Participation in Government

Performance Indicator:

Students understand constitutional and legal *rights, civic duties and responsibilities*, and roles of citizens in a constitutional democracy.

Standard: E. History:

Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Performance Indicator Label:

E1-Historical Knowledge, Concepts, Themes, and Patterns

Performance Indicator:

Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world.

Performance Descriptors	Essential (Bloom’s) Questions and Big Ideas	Activities/Resources	National Stds. for Literacy in History/Social Studies
<p>A1-a. Propose and revise research questions related to a <i>current social studies issue</i>.</p> <p>A1-b. Determine the nature and extent of information needed.</p> <p>A1-c. Locate and access relevant information that includes multiple perspectives from varied sources.</p> <p>A1-d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p> <p>A1-e. Distinguish between <i>primary and secondary sources</i>.</p> <p>A1-f. Evaluate and</p>	<p>1. Was the new United States government, the Articles of Confederation, effective? Provide examples of successes and failures. <i>The Articles of Confederation were ineffective, because the national government did not have enough political and economic power to maintain order exemplified by Shays’s Rebellion. Furthermore, the United States did not have the power to levy taxes, conduct foreign affairs/regulate trade, or populate a military force. 9 out of 13 states were required to pass laws. The Articles of Confederation did help establish new policies related to land east of the Mississippi and north of the Ohio River.</i></p> <p>2. It has been said, the Constitution is a document of compromises. List and explain the most significant compromises of the convention. <i>It was necessary to resolve the dispute between the Virginia Plan and the New Jersey Plan (interest of large states versus small states). This conflict resulted in the Great Compromise (see page 200 for a visual summary). In addition, the Three-Fifths Compromise resolved the tension between the slave states and free states.</i></p> <p>3. What principles of government are established by the Constitution and trace the origin of these ideals.</p>	<p>Bill of Rights application slide show</p> <p>Ben Franklin’s Guide to the U.S. Government</p>	<p>Writing Standards: Grades 6-8: (Page 64 and 66)</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific</p>

<p>verify the credibility of the information found in <i>print and non-print sources</i>.</p> <p>A1-h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.</p> <p>A1-i. Select a clear supportable position.</p> <p>A1-j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a <i>variety of audiences</i>.</p> <p>B1-a. Explain that the study of government includes the <i>structures</i> and functions of government and the</p>	<p><i>The Magna Carta, English Bill of Rights, ideas of John Locke and Baron de Montesquieu served as inspiration for elements of the Constitution. Government run by the people; division of power between local, state, and national government; systems of checks and balances prevents any one branch of government from having too much power</i></p> <p>4. For what purpose was the Bill of Rights written and how has it been interpreted throughout the years? Find an instance from today where it effectively protects rights of citizens.</p> <p><i>The Constitution needed an established Bill of Rights prior to ratification in order to assure citizens their rights would be protected against government tyranny. Using contemporary news articles and selected landmark Supreme Court decisions, examine the Bill of Rights and Constitution at work protecting the rights of citizens.</i></p>		<p>tasks, purposes, and audiences.</p> <p>Reading Standards: Grades 6-8 (Page 61)</p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. 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>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>
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political and civic activity of citizens.

B1-b. Analyze examples of *democratic ideals* and *constitutional principles* that include the rule of law, legitimate power, and common good.

B1-c. Describe the *structures* and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

B1-d. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States

<p>Constitution, the Maine Constitution and other primary sources.</p> <p>B2-a. Explain the constitutional and legal status of “citizen” and provide examples of <i>rights, duties, and responsibilities</i> of citizens.</p> <p>B2-b. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</p> <p>E1-a. Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the</p>			
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present and future.

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