

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 8	Time Frame: Dates: 1st 9 weeks	Unit: 1 The First Americans
Essential Standards: 8.H.1, 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2, 8.H.2.1, 8.H.3, 8.H.3.1, 8.G.1, 8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1, 8.C.1.1, 8.C.1.2, 8.C.1.3		

Chapter 8	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: The Constitution</p> <p>Clarifying Objective(s):</p> <p>-SWBAT analyze and describe the structure of the Constitution.</p> <p>-SWBAT identify and evaluate the principles contained in the Constitution and their importance.</p> <p>-SWBAT analyze and evaluate the process of amending the Constitution.</p> <p>-SWBAT draw conclusions about the importance of interpreting the Constitution instead of amending it.</p> <p>- SWBAT analyze and</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>(<i>Academic Vocabulary</i>)</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>(<i>Content Vocabulary</i>)</p> <p>Popular Sovereignty, Limited Government, Enumerated Power, Reserved Power, Concurrent Power, Separation of Power, Implied Power, Judicial Review, Due Process, Equal Protection, Naturalization</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 211</p> <p>Lesson 2 review pg. 215</p> <p>The Constitution(Questions in the margin boxes) Pg. 219- 242</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>Summative:</p> <p>Chapter 6 Assessment pg. 217-218</p> <p>Chapter 6 Activities- pg 216</p> <p>End of Chapter test from question bank online.</p>	<p><u>Online</u></p> <p>Chapter Summary</p> <p>Vocabulary Builder</p> <p>What Do you Know?</p> <p>Geography and History activity</p> <p>Online self check quiz (lesson 1-2)</p> <p>Reading Essentials & Study Guide : Student Workbook</p> <p>Write to Learn</p> <p>http://www.northcarolinahistory.org/edu_corner/</p> <p>http://www.nchistoricsites.org/</p> <p>http://www.history.ncdcr.gov/</p> <p>http://www.secretary.state.nc.us/kidspg/history.htm</p> <p>http://ncpedia.org/</p>

<p>describe the separation of powers.</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why do people form government?</p> <p>How do new ideas change the way people live?</p>			<p>Online resources can be found at (www.connected.mcgraw-hill.com)</p> <p>Hands-On Chapter Project pg. 203B (teacher edition)</p>	
<p>Lesson 1: Principles of the Constitution</p>	<p><u>Technology Standards</u> 8.SI.1.2 8.SI.1.3</p>	<p>Academic Vocabulary::</p>	<p>Formative: Bell Ringer pg. 206 (teacher</p>	<p>Online Video: Checks, Balances, and the Exercise of</p>

<p>Clarifying Objective:</p> <p>SWBAT analyze and describe the structure of the Constitution.</p> <p>-SWBAT identify and evaluate the principles contained in the Constitution and their importance.</p> <p>-SWBAT analyze and evaluate the process of amending the Constitution.</p> <p>-SWBAT draw conclusions about the importance of interpreting the Constitution instead of amending it.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why do people form government?</p>	<p>8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.</p>	<p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Popular Sovereignty, Limited Government, Enumerated Power, Reserved Power, Concurrent Power, Separation of Power, Implied Government</p>	<p>edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity-Lesson 1: Principles of the Constitution</p> <p>Interactive Graphic Organizer- Taking Notes: Listing, Major Principles of the Constitution</p> <p>21st Century Skills Activity-Principles of the Constitution</p> <p>Reading Essentials and Study Guide for American History- Lesson 1: Principles of the Constitution</p> <p>Diagram Skill- Pg. 209</p> <p>Infographic- Pg. 210</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills- Students write a paragraph translating the Preamble to the Constitution into modern language. Pg. 206</p> <p>Students pick one right that is especially meaningful to them and write a paragraph explaining why they feel it is so important. Pg. 209</p>	<p>Power</p> <p>Interactive Graphic Organizer: The Amendment Process</p> <p>Primary Source: Constitution of the United States</p> <p>Lecture Slide: Federal System of Powers</p> <p>Interactive Image: The U.S. Department of the Treasury</p> <p>Interactive Graphic Organizer: Major Principles of the Constitution</p> <p>Interactive Image: The Federal Court System</p>
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Lesson 2: Government and the people Clarifying Objective:	<u>Technology Standards</u> 8.SI.1.2 8.SI.1.3	Academic Vocabulary:: Identify, Evaluation,	Formative: Bell Ringer pg. 212 (teacher edition)	Online Video: The New Congress Designs a Bill of Rights

<p>- SWBAT analyze and describe the separation of powers. Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How do new ideas change the way people live?</p>	<p>8.TT.1.1 8.TT.1.2 8.TT.1.3 8.RP.1.1 8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.9.8. RI.8.9.</p>	<p>Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Judicial Review, Due Process, Equal Protection, Naturalization</p>	<p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: Government and the People</p> <p>Interactive Graphic Organizer- Taking Notes: Summarizing, The Three Branches of the U.S. Government</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: Government and the People</p> <p>Summative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students prepare a class display or website in which they provide a news story, along with an annotation or caption analyzing how the story relates to these constitutional issues. Pg. 214</p>	<p>Interactive Chart: The Three Branches of the U.S. Government</p> <p>Slide Show: The Oval Office</p> <p>Interactive Graphic Organizer: The Federal Court System</p> <p>Interactive Chart: Landmark Supreme Court Cases</p> <p>Lecture Slide: Constitutional Rights</p> <p>Interactive Graphic Organizer: Naturalization Test</p> <p>Interactive Image: Voting Rights</p> <p>Biography: Sandra Day O'Connor</p>
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