

Social Studies

Syllabus: Grade 8

Description

This course is designed to help 8th graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards Standards 10-12: Economic Standards

Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

Social Studies Resources & Materials

Book: Civics Today

Class Rules:

1. Arrive on time, prepared, and ready to learn
2. Respect yourself and others
3. Make friends and be thoughtful
4. Take turns speaking and listening
5. Say Please and Thank you
6. Try your best!

Computation of Letter Grade:

90%-100%	-----	A
80%-89%	-----	B
70%-79%	-----	C
65%-69%	-----	D
0%-64%	-----	F

Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

Methods of Evaluation

Quarterly grade for Grade 1 to 8 is based on:

A. 85% = Class Average

* Class Average = 70% Test + 30% Other
Components such as quizzes, group works, classwork, homework, self-assessments, experiments/demonstrations/research/projec

B. 15% = Quarter Exam

Grade 8

First Quarter

- Identify how current world atlases are organized and the kind of information they provide for each continent and country. **(Geography)**
- Explain the different ways in which regions are created (e.g., formal regions, functional regions, perceptual regions) and connected (e.g., watersheds and river systems, patterns of trade, cultural ties, migration). **(Geography)**
- Explain the different physical characteristics of regions (climate regions and landform regions) in the world. **(Geography)**
- Examine the ways scientists interpret archaeological evidence from societies that have no written records. **(History)**
- Analyze historical research to identify the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos, periodicals). **(History)**
- Explain the essential characteristics of limited and unlimited government and the advantages and disadvantages of systems of government (confederal, federal, and unitary). **(Civics & Government)**
- Examine the types of citizens and public servants needed to establish and maintain a constitutional government (e.g., actively engaged socially and politically, educated, economically secure, supportive of the constitution and its values and principals, respectful of limitations of authority constitution places on government officials). **(Civics & Government)**
- Examine historical and contemporary examples of citizen movements seeking to promote individual rights and the common good in Palau and around the world (e.g., labor movements, civil rights). **(Civics & Government)**
- Examine how different economic systems (traditional, command, market) try to answer the basic economic questions (i.e., what to produce, how to produce, and for whom to produce) and evaluate their effectiveness in meeting a community's basic needs. **(Economics)**
- Analyze how noneconomic factors (e.g., cultural traditions, customs, values, interests, abilities) influence patterns of economic behavior and decision-making. **(Economics)**

Second Quarter

- Explain the changes to ecosystems over time and the impact this has on the physical characteristics of a region (e.g., wetlands being replaced by farmland, farmlands being replaced by housing developments). **(Geography)**
- Explain the primary geographic causes of world economic trade (e.g., the theory of comparative advantage that explains trade advantages associated with Taiwanese electronic goods, Indonesian lumber, etc.; countries exporting raw materials and importing mostly fossil fuels and manufactured goods). **(Geography)**
- Explain the reasons for early Japanese expansion into the Pacific region (1914–1930) and the methods they used for administering their colonies. **(History)**
- Analyze Japan's military and economic expansion in the Pacific between 1930 and 1941, and explain how it affected relations with traditional Pacific communities and external powers (e.g., Britain, France, Germany, USA). **(History)**
- Examine the importance of due process protections for individuals and society (e.g., habeas corpus, presumption of innocence, impartial tribunal, fair notice, right to counsel, trial by jury, right of appeal). **(Civics & Government)**
- Examine how different governments in the world carry out legislative, judicial, and executive functions, and evaluate the effectiveness of each. **(Civics & Government)**
- Examine historical examples of expansion, recession, and depression in the world economy and their impact on Palau (e.g., the 1998 Asian financial crisis, the 2008 global economic crisis) **(Economics)**
- Examine how labor productivity can be increased (e.g., through specialization, the division of labor, and more capital goods such as tools and machines), and compare the different ways in which countries across the world have increased their labor productivity. **(Economics)**

Third Quarter

➤ Explain how transportation and communication technologies contribute to cultural convergence or divergence (e.g., convergence created by television, computers, airplanes; divergence created by technologies used to reinforce nationalistic or ethnic elitism or cultural separateness and independence). (<i>Geography</i>)	
➤ Explain why geographic, environmental and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilizations in many parts of the world. (<i>Geography</i>)	
➤ Identify current foreign policy issues and examine how Palau is dealing with them (e.g., diplomacy, treaties, trade agreements, incentives, sanctions, supporting military action). (<i>Civics & Government</i>)	
➤ Examine historical and contemporary examples of citizen movements seeking to promote individual rights and the common good in Palau and around the world (e.g., labor movements, civil rights). (<i>History</i>)	
➤ Examine the impact of higher and lower interest rates for savers, borrowers, consumers, and producers. (<i>Economics</i>)	
➤ Examine how governments help market economies operate efficiently through the protection of private property (i.e., the right to exclude others from use of goods or services and the right to transfer ownership) and by providing a system of weights and measures and a standard, stable currency. (<i>Economics</i>)	
Fourth Quarter	
➤ Analyze the impact of population growth and human resource distribution and consumption on the environment (e.g., impact of unsustainable uses of renewable resources, such as consumption of marine resources in the ocean; impact of consumption of nonrenewable resources, such as mining's effects on soil fertility). (<i>Geography</i>)	
➤ Examine how economic, political, and environmental factors influenced the ancient river civilizations of Mesopotamia, Egypt, and the Indus Valley (e.g., the impact of trade networks connecting various regions of Southwest Asia on Mesopotamian civilization; the importance of commercial, cultural, and political connections between Egypt and the peoples of Nubia along the upper Nile; how geography and climate affected trade in the Nile Valley). (<i>History</i>)	
➤ Examine the concept and importance of "civilizations" (e.g., the enduring importance of ideas, institutions, and art forms that emerged in the classical periods; the significance of Greek, Roman, Mongolian, and Han dynasty ideas and cultural styles in the history of the Mediterranean basin, Europe, Asia, and India). (<i>History</i>)	
➤ Examine how participation in civic and political life can help bring about the attainment of individual and public goals (e.g., individual goals such as living in a safe neighborhood, obtaining a good education; public goals such as improving economic opportunity, providing opportunity for quality education). (<i>Civics & Government</i>)	
➤ Examine the importance of citizens monitoring their state and national governments, and describe ways people monitor the decisions and actions of their government (e.g., reading, watching, and discussing public issues and communicating with public officials). (<i>Civics & Government</i>)	
➤ Examine how international interdependence causes economic conditions and policies in one country to affect conditions in many other countries. (<i>Economics</i>)	