

Survival in Society

Throughout history people have chosen to come together to live in society. They have given up complete freedom to gain safety and thrive. When countries have felt threatened or felt that their allies were threatened, they have gone to war. This class will examine how countries survive and what leads countries to make the drastic decision to go to war. Our background content for this study will be an examination of the different government and economic types as well as the world's major religions. We will look at US history and what has led the US into war. We will finish the trimester creating our own countries and seeing if we can resolve government, economic and religious conflict in a fictitious setting in order to survive in our created society.

Essential Questions:

- Why do people agree to be governed?
- What do people need to survive?
- Why do countries go to war?
- Under what conditions is war justified? What are the impacts of war?

State Of Maine Learning Results Content Standards:

Social Studies

Content Standard B: Civics and Government: 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. (1a,b,f)

Content Standard C: Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world. (C1a-b-C2 a)

Content 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. (E1 a-d)

Common Core State Standards:

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Class Structure and Grading:

Class activities 40%

Much of the work for this course will be done in class in the form of activities, explorations and a simulation. Students will be given or create handouts and rubrics for activities. It is important that students keep all of the handouts in a space in their notebook and bring them along with a pen and pencil to class everyday. Participating during in class activities and simulations is essential to success.

Projects, presentations and tests 40%

Some of the work for this course will require group and individual research. This research will culminate in projects and presentations. In the case of group work, students receive both a group and individual grade. Tests may be given from time to time with adequate opportunity for student preparation and study.

Homework 10%

Most homework will consist of follow-up from in class work or work required to meet due dates for portions of a project or activity.

Work expectations

Habits of Work 10%

Students are expected to turn in work on the date it is due. If a student can not meet a due date, the student should talk to the teacher before the work is due. If a student misses school he or she should seek out the missed work as soon as they return to school and talk to the teacher about when the missed work will be due.