

G/T SOCIAL STUDIES – GRADE 8 CLASS DESCRIPTION

The middle school social studies curriculum is an enriched program which provides teachers with opportunities for differentiation in both a prescribed manner and through decisions based on proven curricular strategies. What follows is a brief description of the content for each grade, as well as an overview of the aforementioned differentiation strategies.

Grade Eight G/T United States History

In Grade Eight students study United States history during the time period from approximately 1754 to 1877. Students gain an understanding of the forces, people, and events that shaped the United States as a nation, and an appreciation of the multicultural character of American society past and present. The content and subject matter have been developed to incorporate the Maryland State Learning Outcomes for Social Studies as well as national standards documents which reflect current research in social studies educational practices.

Differentiation Through the Use of Specific Objectives

Specific gifted and talented objectives for social studies are included in the *Essential Curriculum Documents* for grades 6-8. Each specific G/T objective is aligned with another standard objective. These G/T objectives are to supplant the objective with which it is aligned as they often encompass the standard objective due to their depth and scope.

Differentiation Through Guided Problem Solving: G/T Inquiries for Social Studies

For most units in the *Essential Curriculum Documents* for middle school social studies, there is one "G/T Inquiry" that is grounded in the content of that particular unit. These inquiries are broad questions which are to be used as springboards for classroom research and problem solving activities. G/T social studies teachers are to utilize two of these inquiries per year to initiate a 5-10 day classroom problem solving exploration based upon a social science research model.