

NOBLESVILLE SCHOOLS CURRICULUM

SOCIAL STUDIES

8th Grade



8th Grade Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In their final year of middle school, 8th grade students explore United States history through 1877, including brief study of the Revolution and Founding Era. Students explore national development, westward expansion, social reform, the Civil War, and Reconstruction. Through 8th grade social studies, students should demonstrate an awareness of and commitment to the rights and responsibilities of citizenship within a democratic society. A complete and accurate account of history is one that includes various perspectives of the events that unfolded and how those events impacted many different people. These standards-based perspectives include, but are not limited to, the changing roles of women, minorities, and immigrants in 19th century America.

[The Indiana Standards for Social Studies Grade Eight: United States History-Growth and Development Through 1877](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through core curriculum materials for middle school social studies, *The Newsela Social Studies Content Platform*. The following document provides an overview of the year's course of study for 8th grade historians.

Please note: Collaborative teacher teams across both middle schools work together to align standards, assessments, and learning objectives. As order of units, duration of units, and essential questions are at the discretion of building-level teams, unit numbers and unit duration are not included in this overview, and essential questions listed may represent both schools or just one. For the most relevant and up-to-date information on your child's social studies curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

NOBLESVILLE SCHOOLS CURRICULUM

SOCIAL STUDIES

8th Grade



Units of Study

Table 1: Units of Study for 8th Grade Social Studies

Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>may include but are not limited to the following:</i>
Foundations of American Government <i>Note: This brief introductory unit is specific to East Middle School. West Middle School covers these concepts during the Civics and Government Unit below.</i>	Overall look at civics; role of a citizen; rules and structures of how the government looks today.	1. The Constitution describes the responsibilities of government. 2. The Constitution establishes the rights and responsibilities of the government and its citizens.	1. What is the purpose of government? 2. How do state and federal governments work together? 3. How does the U.S. government work? 4. What is the role of a citizen?
Creating the New World (1492 to 1763)	Students will use multiple perspectives to demonstrate geography's impact on cultural motivations.	1. Geography can impact relationships among people. 2. Competition between cultures causes conflict.	1. Why do people move? 2. How does immigration affect culture? 3. In what ways does geography impact culture? 4. What determines power or influence?

NOBLESVILLE SCHOOLS CURRICULUM

SOCIAL STUDIES

8th Grade



Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>may include but are not limited to the following:</i>
Resistance and Rebellion (1763 to 1783) <i>Note: East Middle School combines the content of this unit with the historical background of the U.S. Constitution (e.g., initial Continental Congress, Articles of Federation), creating a new unit called “Becoming America.”</i>	Students will determine appropriate responses to government actions.	1. Economic policies can cause social unrest. 2. Citizens can express their opposition to policies in a variety of ways. 3. The purpose of government is ...	1. Should and how can authority be challenged? 2. What unifies people? 3. What are the basic purposes of government?
Civics and Government	Students should demonstrate an awareness of and commitment to the rights and responsibilities of citizenship within a democratic society.	1. The Constitution describes the responsibilities of government. 2. The Constitution evolves over time based on cultural changes and/or active citizens. 3. The Constitution establishes the rights and responsibilities of the government and its citizens.	1. What is the purpose of government? 2. How do state and federal governments work together? 3. How does the U.S. government work? 4. What is the role of a citizen?

NOBLESVILLE SCHOOLS CURRICULUM

SOCIAL STUDIES

8th Grade



Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>may include but are not limited to the following:</i>
National Growth and Expansion (1789 to 1860)	Students will demonstrate how growth and expansion affects people within a nation through different perspectives.	1. There are various methods for expanding borders. 2. Land acquisition has positive and negative effects. 3. Technology changes society. 4. People have the power and influence to change society. 5. Leadership can influence the progress of a country.	1. What is progress? 2. How does technology affect change? 3. Why do people move? 4. What is the relationship between growth and sacrifice? 5. How does society assess leadership?
Division of America (1820 to 1877)	Students will demonstrate how history repeats itself by comparing the past and present divisions.	1. Compromise doesn't always solve the problem. 2. Cultural traditions are difficult to break down and change. 3. Regional geography impacts culture and economics. 4. The effects of war impact all groups of society. 5. Rebuilding countries after war takes time. 6. Laws only work if enforced.	1. What divides people? 2. Why compromise? 3. Is violence or war ever a justifiable option? 4. What are the factors and impacts of war? 5. How can society address inequality or injustice?

NOBLESVILLE SCHOOLS CURRICULUM

SOCIAL STUDIES

8th Grade



Unit	Transfer Goals	Enduring Understandings	Essential Questions <i>may include but are not limited to the following:</i>
Rebuilding a Nation <i>Note: This unit focus is specific to West Middle School. East Middle School covers related standards in their "Division of America" unit.</i>	Identify issues involving social, economic, or political injustice and formulate an action plan to address it at the local, state, and federal level.	1. Various state laws passed to segregate former slaves impacted America through the 20th Century. 2. What southern states did (and what the federal government did not) had long-term social, economic, and political effects on the nation. 3. Governments can address social, economic, and political injustices.	1. How can citizens address inequality or injustice? 2. How does radical change affect society? 3. How can individual citizens impact social change? 4. How can individual citizens influence government?