

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Social Studies

Course Length: Full year

Grade: 8

Date Last Approved: June 2023

### Stage 1: Desired Results

#### **Course Description and Purpose:**

In eighth grade social studies, content is studied within four strands: geography, history, civics and economics. The course will cover content in civic roles and responsibilities, U.S. history from the Revolutionary War, creation of new government and constitution, through the Civil War, reconstruction and WWII. Students will also participate in a simulation of the stock market. Students will create and interpret maps, graphs, timelines, charts and use multiple primary and secondary source documents to question, read, think and communicate to support claims.

#### **Enduring Understanding(s):**

1. Where people live influences how they live.
2. Knowledge of the past helps to understand the present and enables the ability to make decisions about the future.
3. Citizens have rights and responsibilities within government, which is established to create order, provide security and accomplish common goals.
4. Decisions concerning the allocation and use of economic resources impact individuals and groups.
5. The ability to question, read, think, and communicate using multiple perspectives is essential to support a claim.

#### **Essential Question(s):**

1. How does geography influence human behavior?
2. How does understanding the past help us in making decisions now and in the future?
3. What role and responsibilities do individuals have in a democracy?
4. How do key documents direct the laws and actions of U.S. citizens and government officials?

#### **Learning Targets:**

1. Students can use knowledge of geography to evaluate the world around them.
2. Students can evaluate how historical events have impact on the present and the future.
3. Students can analyze systems of government and interpret rights, privileges and responsibilities within society.
4. Students can analyze how an economy functions within society.
5. Students can research, organize and communicate effectively.

## Stage 2: Learning Plan

### I. Stock Market

- A. What is Stock Market?
- B. Stock Market Crash/Great Depression
- C. Investments

#### Standards Referenced: WI State Standards

- SS.Econ1, SS.Econ2, SS.Econ3, SS.Econ4
- SS.Inq2, SS.Inq4

#### Learning Targets Addressed:

4. Students can analyze how an economy functions within society.
5. Students can research, organize and communicate effectively.

#### Key Resources

- McGraw Hill United States History, Voices and Perspectives
- McGraw Hill Building Citizenship, Civics & Economics
- We the People The Citizen and The Constitution
- Newsela
- Safari Montage

#### Assessment Map:

| Type      | Level                | Assessment Detail  |
|-----------|----------------------|--|
| Practice  | Knowledge            | <ul style="list-style-type: none"><li>• In class reading</li><li>• Discussion</li><li>• Notetaking</li></ul> |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>• Investing practice</li></ul>   |
| Summative | Product              | <ul style="list-style-type: none"><li>• Stock market business-<br/>Project/simulation</li></ul>              |

## II. Citizenship

- A. Being an American
- B. Duties and responsibilities
- C. Types of Government

### Standards Referenced: WI State Standards

- SS.PS1, SS.PS2, SS.PS3
- SS.Inq2

### Learning Targets Addressed:

- 3. Students can analyze systems of government and interpret rights, privileges and responsibilities within society.
- 5. Students can research, organize and communicate effectively.

### Key Resources

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- Newsela
- Safari Montage

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|-----------|----------------------|---|
| Practice  | Knowledge            | <ul style="list-style-type: none"><li>● In class reading</li><li>● Discussion</li><li>● Notetaking</li></ul>                          |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>● Vocabulary</li><li>● Textbook reading</li><li>● Reading Response</li><li>● Stations</li></ul> |
| Summative | Product              | <ul style="list-style-type: none"><li>● Great Seal Project</li></ul>  |

### III. American Colonies/Revolution War

- A. Settlement, Culture and Government in the Colonies
- B. Reasons for War
- C. Declaration of Independence
- D. American Victory

#### Standards referenced: WI State Standards

- SS.Geog1
- SS.Hist1, SS.Hist2, SS.Hist3
- SS.PS1,
- SS.Inq1, SS.Inq2

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| Type      | Level                | Assessment Detail   |
|-----------|----------------------|---|
| Practice  | Knowledge            | <ul style="list-style-type: none"><li>● In class reading</li><li>● Discussion</li><li>● Notetaking</li></ul>  |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>● Creating maps</li><li>● Vocabulary</li><li>● Textbook reading</li><li>● Reading response</li><li>● Stations</li></ul> |
| Summative | Product              | <ul style="list-style-type: none"><li>● Essay</li></ul>   |

**IV. WWII**

- A. Rise of Facism
- B. Causes of WWII
- C. Holocaust
- D. Major European/Pacific battles
- F. Aftermath

**Standards referenced:** WI State Standards

- SS.Geog1
- SS.Hist1, SS.Hist2, SS.Hist3, SS.Hist4
- SS.PS1, SS.PS2,
- SS.Inq1, SS.Inq2

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**Assessment Map:**

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|-----------|----------------------|--|
| Practice  | Knowledge            | <ul style="list-style-type: none"> <li>● In class reading</li> <li>● Discussion</li> <li>● Notetaking</li> </ul>                                   |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Article Reading</li> <li>● Article Response</li> <li>● Literary analysis</li> </ul> |
| Summative | Product              | <ul style="list-style-type: none"> <li>● Personal story analysis</li> </ul>  |

**V. American Government/Constitution**

- A. Articles of Confederation
- B. Forging a new Constitution
- C. Plan for Government
- D. Structure of Constitution
- E. Bill of Rights
- F. Legislative Branch
- G. Executive Branch
- H. Judicial Branch

**Standards referenced:** WI State Standards

- SS.Hist1, SS.Hist2, SS.Hist3
- SS.PS1, SS.PS2, SS.PS3, SS.PS4
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4

**Learning Targets Addressed:**

- 2. Students can evaluate how historical events have impact on the present and the future.
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|-----------|----------------------|---|
| Practice  | Knowledge            | <ul style="list-style-type: none"><li>● In class reading</li><li>● Discussion</li><li>● Notetaking</li></ul>                                      |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>● Vocabulary</li><li>● Textbook reading</li><li>● Textbook response</li></ul>                               |
| Summative | Product              | <ul style="list-style-type: none"><li>● Amendments research project</li><li>● Multiple choice assessment on Constitution and government</li></ul> |

## VI. Early Republic

- A. The first five presidents
- B. The Louisiana Purchase
- C. The War of 1812
- D. Industry & Westward Movement

### Standards referenced: WI State Standards

- SS.Geo1
- SS.Hist1, SS.Hist2, SS.Hist3
- SS.PS1, SS.PS2, SS.PS3, SS.PS4
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4

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|-----------|----------------------|--|
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| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>● Creating maps</li><li>● Vocabulary</li><li>● Textbook reading</li><li>● Textbook response</li><li>● Stations</li></ul> |
| Summative | Product              | <ul style="list-style-type: none"><li>● One pager~ First five presidents</li></ul>   |

## VII. Political & Geographic Changes

- A. Andrew Jackson Democracy
- B. Native American Conflicts
- C. Manifest Destiny
- D. Texas and the War with Mexico
- E. California Gold Rush

### Standards referenced: WI State Standards

- SS.Geog1
- SS.Hist1, SS.Hist2, SS.Hist3
- SS.PS2, SS.PS3, SS.PS4
- SS.Inq1, SS.Inq2, SS.Inq3, SS.Inq4, SS.Inq5

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| Practice  | Knowledge            | <ul style="list-style-type: none"><li>● In class reading</li><li>● Discussion</li><li>● Notetaking</li></ul>   |
| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"><li>● Creating maps</li><li>● Vocabulary</li><li>● Textbook reading</li><li>● Textbook response</li><li>● Stations</li></ul> |
| Summative | Product              | <ul style="list-style-type: none"><li>● Inquiry: Multiple perspectives: Views on Native American Removal</li></ul>   |



**VIII. Civil War**

- A. Industrial North and its people
- B. Southern Cotton and its people
- C. Abolitionist Movement
- D. Slavery
- E. Secession and War
- F. Emancipation Proclamation
- G. Life during the War
- H. End of War

**Standards referenced:** WI State Standards

- SS.Hist1, SS.Hist2, SS.Hist3
- SS.PS1, SS.PS2, SS.PS3, SS.PS4
- SS.Inq1, SS.Inq2,

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|-----------|----------------------|--|
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| Formative | Skills/<br>Reasoning | <ul style="list-style-type: none"> <li>● Creating maps</li> <li>● Vocabulary</li> <li>● Textbook reading</li> <li>● Textbook response</li> <li>● Stations</li> </ul> |
| Summative | Product              | <ul style="list-style-type: none"> <li>● Essay</li> </ul>  |

## VIII. Reconstruction

- A. Rebuilding the Nation
- B. Plans for Reconstruction
- C. The South

### Standards referenced: WI State Standards

- SS.Hist1, SS.Hist2, SS.Hist3
- SS.Inq1, SS.Inq2

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| Summative | Product              | <ul style="list-style-type: none"><li>• Essay</li></ul>  |