



Social Studies (Grade 8)

Course Description:

The curriculum for this course is developed from the [Wisconsin Standards for Social Studies](#). All students are required to take this course. 8th grade Social Studies covers American History from European exploration of the Americas through the Civil War. During the first quarter, we study European exploration, American colonization, and life in the American colonies. In the second quarter, we study the growing tensions between the colonies and England, the Declaration of Independence, and American Revolution. Third quarter, we learn about the Constitution, Bill of Rights, and the development of early American government. We end the school year with the American era of reform, American life in the North and South, African Americans in the mid-century, and the Civil War. Information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Wisconsin students will use historical evidence for determining cause and effect. (SS.Hist1)

Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. (SS.Hist2)

Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. (SS.Hist3)

Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). (SS.Hist4)

Wisconsin students will identify and analyze democratic principles and beliefs. (SS.PS1)

Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. (SS.PS2)

Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. (SS.PS3)

Wisconsin students will construct meaningful questions that initiate an inquiry. (SS.Inq1)

Wisconsin students will gather and evaluate sources. (SS.Inq2)

Wisconsin students will develop claims using evidence to support reasoning. (SS.Inq3)

Wisconsin students will communicate and critique conclusions. (SS.Inq4)

Wisconsin students will be civically engaged. (SS.Inq5)

Wisconsin students will investigate and interpret interactions between individuals and groups. (SS.BH2)

Wisconsin students will examine the progression of specific forms of technology and their influence within various societies. (SS.BH4)

Unit	Description of Unit and Learning Targets
<p>Unit Title: European Exploration and Settlement</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How did Europeans explore and establish settlements in the Americas? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can explain how Spain established territorial claims in the Caribbean and South America. I can explain how European Explorers interacted with Native Americans and the consequences of those interactions. I can explain how France established relationships with the Native American groups it encountered. I will be able to explain what happened at Jamestown that caused the people to suffer greatly.
<p>Unit Title: English Colonies in North America</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What was life really like in the colonies? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can explain how and why England established different colonies in North America I can explain why English people wanted to come to the American colonies. I can identify challenges the settlers faced living in the colonies.
<p>Unit Title: Declaration of Independence</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Why was there an American Revolution? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify British actions that caused conflict with the Americans. I can explain strategies the colonists used to protest British actions.
<p>Unit Title: The American Revolution/Declaration of Independence</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How was the Continental Army able to win the war for independence from Great Britain? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can explore how literature of the time contributed towards a growing sense of American independence. I can identify American military strengths and weaknesses. I can identify British military strengths and weaknesses.
<p>Unit Title: U.S Constitution</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How has the Constitution created a "more perfect Union?" 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can summarize the compromises involved in writing the U.S Constitution. I can apply key concepts of the Articles of the Constitution. I can explore how literature of the time, such as the Federalist Papers, led to the ratification of the Constitution.
<p>Unit Title: Bill of Rights</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What freedoms does the Bill of Rights protect and why are they important? Can we reword this as the first part is very specific. 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify First Amendment rights and explain the importance of those rights for Americans. I can explain how the Bill of Rights was created to protect against the abuses of government power.
<p>Unit Title: Life in the West/Manifest Destiny</p>	<p>Students will...</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How justifiable was U.S Expansion in the 1800s? • What were the motives, hardships, and legacies of the groups that moved west in the 1800s? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand the concept and consequences of Manifest Destiny. • Students will identify groups of people who moved West and why?
<p>Unit Title: The Worlds of North and South</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How was life in the North different from life in the South? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can compare and contrast the differences between geography, transportation, economy, and society.
<p>Unit Title: African Americans in the mid-1800s</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did African-Americans face slavery and discrimination in the mid-1800s? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can explain what life was like for African-Americans. • I can analyze the growing activism and methods African Americans used to protest against the institution of slavery.
<p>Unit Title: A Divided Nation</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did slavery create tension among the states prior to the Civil War? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can assess how a series of compromises failed to keep the United States from splitting in two over the issue of slavery.
<p>Unit Title: The Civil War</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What factors and events influenced the Civil War? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can analyze the strengths and weaknesses of the Union and Confederate Armies. • I can examine the cost of war. • I can identify key battles within the Civil War and their consequences