

# Fayette R-III

## CMS- Curriculum Guide for 8<sup>th</sup> Grade Social Studies

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

**The 8<sup>th</sup> Grade Social Studies Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training, and careers. This document is designed to make clear what each child should know and be able to do by the end of 8<sup>th</sup> grade social studies.**

**Course Description:** Eighth grade mainly covers American History, beginning with Native Americans and European explorers, the foundations of democracy, the Declaration of Independence and the Revolution, and continuing through the Civil War and Reconstruction. Throughout the year and during most every project we will also discuss current events, combining our knowledge of past events to better understand the world as it exists today.

A major purpose of the projects and activities will be to prepare students for the rigors of high school. There will be lengthier writing assignments, deeper research, a stronger emphasis on technology, and overall more choices and responsibilities.

**Course Rationale:** The Social Studies Department of the Fayette School District believes that social studies is a diverse subject that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance and multicultural education, decision making, and civic responsibility are all a part of social studies education. The importance of social studies in the curriculum is paramount because of the connections to real life. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members.

<b>8<sup>th</sup> Grade Social Studies Student Learning Goals</b>	<b>Standard Alignment</b>
1. Students will demonstrate, through writing, how the fall of Constantinople, the Spanish Reconquista, and the Spanish conquest of the Americas affected the modern cultural composition of the Western hemisphere.	3a.A8, 3a.C8, 3a.F8.b, 4F.8, 5A.8a, 5C.8b, 5E.8 SS3, SS4, SS5 1.4, 1.5, 2.1, 3.2, 3.7, 1.6, 1.9, 1.10, 3.8
2. Students will analyze the impact the New World had on the Old World by researching foods native to the Americas and writing an essay about how they were spread by the Columbian exchange.	3a.A8, 3a.C8, 3a.F8, 4B.8, 4F.8, 5B.8c, 5C.8a, 5E.8, SS3, SS4, SS5 1.4, 1.5, 1.6, 1.9, 1.10, 3.8
3. Students will investigate the founding, history, and legacy of early American colonies through primary document sources.	2C8b-c,f, 3a.A8, 3a.F8.b, 5B.8a, 5C.8b, SS1, SS2, SS3, SS5 1.4, 1.5, 1.6, 1.9, 1.10

4. Students will interpret the American Revolution, including the perspectives of patriots and loyalists, and factors that explain why the American colonists were successful.	1A.8a, 2C.8a, 3a.D8, 5B.8c, 5F8 SS1, SS2, SS3, SS5 1.4, 1.5, 1.6, 1.10, 4.2, 3.6
5. Students will compare and contrast the failed experiment of the Articles of Confederation with the success of the Constitution.	1A.8b-c, 1B8, 2C.8a-g, 3a.E8, 4C8 SS1, SS2, SS3, SS4 1.6, 4.2, 1.10, 4.1
6. Students will investigate early United States' history of isolationism and expansionism as exhibited by the War of 1812 and the Monroe Doctrine.	3a.E8, 4B8, 4F8, 5A.8a, 5B.8c, 5C.8b SS3, SS4, SS5 1.4, 2.1, 1.5, 1.6, 4.1, 3.8, 3.2, 3.7, 1.10
7. Students will interpret the meaning of the frontier, as it applies to westward expansion in the 19 <sup>th</sup> century, highlighting the Indian Removal Act, the Louisiana Purchase, and migration trails.	3a.C8, 3a.F8a-b, 5A.8b, 5B.8a-c, 5C.8a-b, 5E8, 5F8, 5H8 SS3, SS5 1.6, 1.9, 1.8, 1.4, 1.5, 1.10
8. Students will investigate how the attitudes and economy of the United States were affected by social movements and the Industrial Revolution.	2C.8g, 3a.H8, 4A8, 4B8, 4E8, 4F8, 5B8b-c, 5E8, 5F8 SS2, SS3, SS4, SS5 1.4, 1.5, 1.6, 1.8, 1.10, 3.8
9. Students will interpret political, economic, and social causes and consequences of the Civil War and Reconstruction.	1A.8a-c, 1B8, 2C.8a,d,f, 3a.I8, 4B8, 4E8, 5A.8a, 5B8a-c, 5C.8b, 5F8, 5H8 SS1, SS2, SS3, SS4, SS5 1.4, 1.5, 1.6, 1.10, 3.1, 4.2, 2.1, 3.2, 3.7

Tools of Social Science Inquiry Standards will be implemented throughout the curriculum.

**Resources:**

**Textbook – Holt- *United States History- Beginnings to 1877***

**Safari Montage**

**Multiple teacher-developed units of study utilizing a variety of websites and source documents**

**Assessments:**

**Teacher-created assessments**