

Course Overview/Description

8th grade Social Studies is a survey course designed to provide students with an opportunity to examine several areas in the social sciences including, but not limited to, Geography, Political Science, Economics, History, Anthropology, Sociology, and Psychology, Current Events and Wisconsin History. Students will also have an opportunity to participate in units designed to provide them with an understanding of the theme "Community and Self".

Course Essential Standards

1 SS.Geog1: I can identify aspects of the 5 themes of geography for different areas of the world.

2 SS.PS1: I can define the role of political parties and party platforms within the scope of the political spectrum.

3 SS.Econ: I can identify and explain the basic economic principles including: types of economies, supply and demand, inflation/deflation, production/consumption.

4 SS.Geog2: I can describe and analyze places in the world, these places' identities and how these places relate culturally (celebrations).

5 SS.BS3: I can explain examples of how bias, prejudice and stereotyping contribute to conflict in society.

6 SS.BS2: I can compare and describe societal/cultural norms and rules as well as individual rights and responsibilities of individuals.

7 SS.BS1: I can identify and analyze factors that influence human personality.

8 SS.Hist1: I will use historical evidence for determining cause and effect.

9 SS.Hist2: I can make connections between my life, moments in history, and current events and can identify the effects of these moments on my life, my culture and the world I live in.

10 SS.Hist4: I can evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view.

11 SS.PS2: I will examine and interpret rights, privileges, and responsibilities in society especially for marginalized groups both historically and in the present, both in the United States and worldwide.

Scope and Sequence

Timeframe	Unit	Instructional Topics
8 Weeks	Geography	<ol style="list-style-type: none"> 1. Place 2. Location 3. Human-Environment Interactions 4. Region 5. Movement
4 Weeks	Political Science	<ol style="list-style-type: none"> 1. Political Spectrum -Liberal or Conservative 2. Voting Process - Elections 3. Branches of Government 4. Political Satire - Political Cartoons
6 Weeks	Economics/Marketing	<ol style="list-style-type: none"> 1. Macroeconomics/Microeconomics 2. Resources 3. Types of Economies 4. Business Organizations 5. Marketing Strategies/Campaign 6. Advertising Techniques
2 Weeks	Cultural Celebrations	<ol style="list-style-type: none"> 1. Geographical research 2. Ethnic celebrations
5 Weeks	History	<ol style="list-style-type: none"> 1. How to study history - Historical Research practices 2. Black History Month 3. Bias 4. Current Events 5. Cause and Effect
5 Weeks	Sociology	<ol style="list-style-type: none"> 1. Cultures, Norms, Values and Social Institutions 2. Beliefs and Media Influence 3. Group Behavior 4. Social Problems
4 Weeks	Psychology	<ol style="list-style-type: none"> 1. Personality, IQ and Learning Styles 2. Sensation and Perception/ Nervous System 3. Brain and Behavior
3 Weeks	Wisconsin Culture/ History	<ol style="list-style-type: none"> 1. Wisconsin History 2. Native American Culture/History 3. Environmental Issues 4. Current Events
Ongoing	Current Events	<ol style="list-style-type: none"> 1. Time, Continuity and Change
9 Week Independent Study (Option)	Wisconsin Culture/ History	<ol style="list-style-type: none"> 1. Prehistory and Native People (Option) 2. Explorers, Traders, and Settlers to 1812 3. Territory to Statehood 1787-1848 4. Immigration and Settlement 5. Civil War 1860-1865 6. Mining, Lumber, Agriculture 7. The Progressive Era, 1874-1914 8. Response to 20th Century Change 9. Hunting and Fishing

		10. Birds, Flowers and Critters 11. What's Where in Wisconsin? 12. Timeline of Events 13. Weird, Amusing and Perplexing Stories
--	--	--

UNIT 1: Geography

Duration of Unit: 8 Weeks

Description of Unit: Geography deals mainly with 5 Themes (Location, Place, Human-Environment, Movement, Regions). Geography is both a physical science and a social science. Geography is the study of the features of the earth's surface-its mountain ranges, oceans, islands, and continents. Geography is the study of people and how they interact with the environment and with each other. There are a number of types of geography that are closely related to the other social sciences, including historical geography, political geography, and economic geography. Today geographers are involved in some of the crucial issues of our time. They bring their skills to bear on such critical worldwide problems as overpopulation, poverty, global warming, natural resources management, acid rain, and rain forest preservation. Geographical expertise is essential to finding solutions to these and many other problems involving the interaction of humans and their environment.

Essential Questions and/or Enduring Understandings: I can identify aspects of the 5 themes of geography for different areas of the world.

ESSENTIAL Standards	Learning Targets
1 SS.Geog1	The student will identify, label, and describe major land formations and water formations.
1 SS.Geog1	The student will be able to describe the human characteristics of a place by identifying its language, religion, and beliefs.
1 SS.Geog1	The student will identify main differences between absolute and relative location.
1 SS.Geog1	The student will describe the movement of people, ideas, diseases, and products throughout the world.
1 SS.Geog1	The student will identify major ways in which humans impact the Earth and its resources.
1 SS.Geog1	The student will describe the movement of people, ideas, diseases, and products throughout the world.
NICE TO KNOW Standards	Learning Targets
Academic Vocabulary	physical characteristics human characteristics relative location

	global positioning system meridians of longitude parallels of latitude equator prime meridian contour lines time zone topographic map political map physical map strategic resource acid rain global warming greenhouse effect/gases biodegradable ecosystem ecology natural disasters
--	---

UNIT 2: Political Science/Government

Duration of Unit: 4 Weeks

Description of Unit: Political Science is the systematic study of political life-ideas and behaviors, as well as the functions of governments and government agencies. By studying different kinds of governments, political scientists seek to describe, understand, explain and predict what forms of government will rule most successfully and fairly. Several other sciences are closely related to political science: economics, law, sociology and philosophy. Most political scientists agree that their field of study encompasses the ways and means that societies and peoples deal with basic values of power, justice, freedom and equality. The field of political science today deals with public administration, political parties, pressure groups, elections and political behavior of both individuals and groups. Political scientists study comparative governments and international relations, diplomacy, international law, international organization, international defense policies and such forces as imperialism and nationalism. Political cartoons will also be examined as a means of identifying these ideas.

Essential Questions and/or Enduring Understandings: I can define the role of political parties and party platforms within the scope of the political spectrum.

ESSENTIAL Standards	Learning Targets
2 SS.PS1	The student will define and identify satire and identify symbols used in political cartoons to identify the message it is portraying.
2 SS.PS1	The student will compare and contrast various forms of government and their functions.

2 SS.PS1	The student will explain the role of political parties and interest groups in American politics.
2 SS.PS1	The student will identify the main differences between liberal and conservative thought.
NICE TO KNOW Standards	Learning Targets
Academic Vocabulary	<p>Political cartoon Caricature Satire Political Science Government Force Theory Order Theory Natural Rights Theory Social Contract Theory Anarchy Oligarchy Democracy Constitutional Monarchy Monarchy Sultanate Federalism Marxism/Communism Socialism Totalitarian Confederation Fascism Dictatorship Republican Theocracy Parliamentary democracy Political spectrum Democrat Republican Third party Independent Liberal Moderate Conservative Political parties Platform Plank Candidate President Electoral College Ballot Vote Election Election Day Direct election</p>

Indirect election
House of Representatives

UNIT 3: Economics/Marketing

Duration of Unit: 6 Weeks

Description of Unit: Economics is the systematic study of the creation, distribution, regulation and uses of resources by individuals and/or groups. We will focus on economic theory, needs vs. wants, scarcity, opportunity costs and the laws of supply and demand in our studies. Students will be encouraged to make connections between economics, career choices, financial literacy and investment opportunities. Additionally, the students will identify basic concepts related to various advertising techniques used by companies and various media in a Market Economy. Discussion of how advertising can create demand for a product and lead to economic development will be used. Students will work collaboratively in groups in order to complete their own advertising project.

Essential Questions and/or Enduring Understandings: I can identify and explain the basic economic principles including: types of economies, supply and demand, inflation/deflation, production/consumption.

ESSENTIAL Standards	Learning Targets
3 SS.Econ	The student will identify and explain basic economic concepts related to supply and demand.
3 SS.Econ	Students will identify the renewable and non-renewable resources. They will also identify the concentrations of various resources on the Earth, as well as, how personal decisions have a global impact on those resources.
3 SS.Econ	The student will be able to identify and differentiate between a traditional, command, market and mixed economy.
3 SS.Econ	Students will identify and define characteristics of being a smart consumer.
3 SS.Econ	Students will participate in a stock market simulation, and will identify the various aspects of the market. Students will practice investing and will learn to recognize market volatility and risk.
3 SS.Econ	The student will identify basic concepts related to various advertising techniques used by companies and various media.
3 SS.Econ	Students will then brainstorm ideas and then work together to create a logo, slogan, jingle, commercial, budget for their product and present it to the other students in class. The student will identify ways in which media can influence the decision making process of consumers in a market economy in order to create demand for products.

NICE TO KNOW Standards	Learning Targets
Academic Vocabulary	economics economist economy macroeconomics law of supply law of demand globalization trade agreements free trade/free enterprise equilibrium point gross national product factors of production scarcity traditional economy agrarian economy barter command economy market economy mixed economy capitalism laissez faire entrepreneur single proprietor partnerships corporations limited liability stock market New York Stock Exchange recession depression margin demographics target audience advertising techniques jingle slogan logo branding

UNIT 4: Cultural Celebrations

Duration of Unit: 1-2 Weeks

Description of Unit: Students will research a different country and its cultural, ethnics, and religious celebrations during the traditional U.S. holiday season (November - January). Students will apply skills and knowledge related to the 5 themes of geography.	
Essential Questions and/or Enduring Understandings: I can describe and analyze places in the world, these places' identities and how these places relate culturally (celebrations).	
ESSENTIAL Standards	Learning Targets
4 SS.Geog2	Students will apply their understanding of the 5 themes of geography to compare U.S. celebrations to the celebrations of countries around the world.
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	Celebrations Ethnicity Religion

UNIT 5: History

Duration of Unit: 5 Weeks

Description of Unit: Students will identify and apply major concepts discussed in historical research. Students will identify cause and effect relationships, bias, frame of reference, authentic information, primary and secondary evidence, chronology, timelines, fact versus inference.

Essential Questions and/or Enduring Understandings:

-I will use historical evidence for determining cause and effect.

-I can make connections between my life, moments in history, and current events and can identify the effects of these moments on my life, my culture and the world I live in.

-I can evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view.

ESSENTIAL Standards	Learning Targets
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	The student will describe how history can be organized chronologically, geographically, thematically, topically and by certain issues.
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	The student will identify and explain major influences in historical research.
8 SS.Hist1, 9 SS.Hist2, 10	Students will identify cause and effect for various events in history.

Updated on January/22/2021

SS.Hist4	
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	Students will identify and research various famous African-American leaders, scientists, and inventors from a variety of eras in order to understand post-slavery advancements in American history.
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	Students will make connections between current issues/events, historical topics, and their lives.
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	History Historian Chronology Cause Effect Authentic Evidence Objective vs. Subjective Fact Inference Perception Primary Corroboration Secondary evidence Context Frame of Reference bias Propaganda Historiography

UNIT 6: Sociology

Duration of Unit: 5 Weeks

Description of Unit: Students will describe key concepts related to the systematic study of people's behavior in groups.

Essential Questions and/or Enduring Understandings: I can explain examples of how bias, prejudice and stereotyping contribute to conflict in society.

I can compare and describe societal/cultural norms and rules as well as individual rights and responsibilities of individuals.

**ESSENTIAL
Standards**

Learning Targets

5 SS.BS3, 6 SS.BS2	The student will describe and explain culture and social institutions.
5 SS.BS3, 6 SS.BS2	The student will identify and explain examples of bias, stereotyping and prejudice and how the media influences these beliefs.
5 SS.BS3, 6 SS.BS2	The student will identify and explain how culture affects global relationships.
5 SS.BS3, 6 SS.BS2	Students will identify norms and roles in a society. Students will also be able to identify the difference between conformity, compliance, obedience.
5 SS.BS3, 6 SS.BS2	Students will research a social problem found in today's society and then present their findings through a presentation
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	sociology sociologist Auguste Comte primary group secondary group community society social institutions culture rites of passage taboo folkways mores laws socialization values positive sanctions negative sanctions conformity compliance obedience ethnic stereotypes interdependence propaganda

UNIT 7: Psychology

Duration of Unit: 4 Weeks

Updated on January/22/2021

Description of Unit: Students will be able to comprehend the key concepts associated with the study of the scientific study of human behavior including personality, learning styles, and sensation and perception.

Essential Questions and/or Enduring Understandings:

ESSENTIAL Standards	Learning Targets
7 SS.BS1	Students will learn to describe the relationship between the nervous system and a person's behavior. The student will identify lobes of the brain and describe their functions. The student will identify major areas of the neuron and their functions.
7 SS.BS1	The student will compare and contrast the relationships among personal interests, intelligence and learning styles in future choices.
7 SS.BS1	Students will identify aspects of their own personality and will be able to identify factors that shape(d) their personalities.
7 SS.BS1	Students will learn about sensation, perception, learning, and illusions.
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	central nervous system brain spinal cord lobes of the brain occipital, frontal, parietal, temporal, and medulla oblongata neuron, cell body, axon, +/- ions, synapse, neurotransmitters, pre-post synaptic-membrane sensation Perception Optical illusions multiple intelligences intelligence quotient (IQ) personality learning styles Id Ego Superego Empathy Needs Projection Repression Denial Rationalization Maslow's Hierarchy of Needs Mental Health

UNIT 8: Wisconsin Culture/History

Duration of Unit: 3 Weeks

Description of Unit: The purpose of this unit is to help students understand the roots of Wisconsin history, as well as, it's geography, economics, politics, and culture.

Essential Questions and/or Enduring Understandings: Students will differentiate between the various periods of the State of Wisconsin from glaciation to the present day. This includes pre-history, Native American influences, agricultural influences, political influences and present day issues.

I will examine and interpret rights, privileges, and responsibilities in society especially for marginalized groups both historically and in the present, both in the United States and worldwide.

ESSENTIAL Standards	Learning Targets
9 SS.Hist2,11 SS.PS2	Students will conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment and present their findings.
9 SS.Hist2,11 SS.PS2	Students will gain background information about the various Native American tribes from the State of Wisconsin.
9 SS.Hist2,11 SS.PS2	The student will identify major periods in Wisconsin history starting with glaciation to present day.
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	

Ongoing Unit: Current Events/Inquiry/Cause and Effect

Duration of Unit: Ongoing

Description of Unit: Students will continuously identify the importance of world events throughout the school year. Students will make connections to their own lives. Students will identify the causes for events and the effects of the events. Students will use resources and present their findings through various projects.

Essential Questions and/or Enduring Understandings: I can make connections between my life, moments in history, and current events and can identify the effects of these moments on my life, my

culture and the world I live in.	
ESSENTIAL Standards	Learning Targets
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	Students will write about time, continuity and change.
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	Students will use current events to make connections to their lives and will recognize the historical impact of current events.
8 SS.Hist1, 9 SS.Hist2, 10 SS.Hist4	Students will understand the cause and effect of important events.
NICE TO KNOW Standards	Learning Targets
Academics Vocabulary	Cause Effect Continuity

UNIT: Wisconsin History (Independent Study Option) -- 9 Week(s)

Description

While studying Wisconsin the student will uncover the answers to key elements of history. This unit will be discovery based and self directed. Students will pick seven of the 13 key topics to explore and the facilitator will determine one topic for a total of eight topics. Students who are self motivated and can demonstrate independent learning skills will benefit from this fast paced, self-directed unit. The student will check in at least once per week to monitor progress. The facilitator and the student will agree on a calendar, set goals and work together as needed. The student will present to the facilitator, a small group of students, or other teachers.

Academic Vocabulary

Adaptation
Agricultural Economy
Alternative Sources
Bias
Boundary
Conservationist
Conservative
Demographic Change
Diversity
Economy
Environmental Change
Ethical Belief
Ethnic
Export
Heterogeneous
Homogeneous
Human Nature
Import
Interdependence
Mandate
Moral Responsibility
Moral Values

Multiculturalism
Physical Environment
Population
Public Opinion
Regional
Resource
Scale
Standard of Living
Stereotype
Turbulent
Urbanization
Values
Welfare

Unit Level Key Questions

Prehistory and the early history of Wisconsin's native people

- What native tribes lived in Wisconsin before the explorers?
- What native tribes still exist in Wisconsin?
- Where were and where are these native tribes located?

Early explorers, traders, and settlers to 1812

- Who were the early explorers, traders and settlers?
- What brought them to Wisconsin?
- What was life like?
- What did the land look like?

Transition from territory to statehood, 1787-1848

- What main events lead to WI's statehood?
- Who were the main players?

Immigration and settlement

- What is the difference between an explorer, trader, settler, and immigrant?
- Who came to WI and why?

Wisconsin's role in the Civil War, 1860-1865

- What was WI role in the Civil War, 1860-1865?

Mining, lumber, and agriculture

- What impact did mining, lumbering and agriculture have on WI?
- What impact do these have today?

La Follette and the Progressive Era, 1874-1914

- Who is La Follette?
- What is the Progressive Era?
- What impact did it have on WI?

Wisconsin's response to 20th century change

- How was WI affected by prosperity, depression, industrialization, and urbanization?

Hunting and fishing impact

- What impact does hunting and fishing have on WI?
- What is the history and culture of hunting and fishing in WI?
- What is hunted or fished in WI?

Wisconsin birds, flowers and critters

- Why is it important to know about WI wildlife?
- What are the some of the most popular or frequently seen birds, flowers and critters in WI?

What's where in Wisconsin?

- What are the 8 sections of WI?
- What is the historical background of each section?
- What fun fact about this part of the state?
- What is one location everyone should see when in in that part of WI?

Timeline of events

- What is a general timeline of Wisconsin's history from the natives to present day?

Weird, Amusing and Perplexing Stories

- What are some unusual legends or unlikely stories from Wisconsin's past?

Materials and Resources

An Explorer's Guide Wisconsin by Mollie Boutell-Butler
The History of Wisconsin - Volume IV The Progressive Era 1893-1914 by Bunker
Critters of Wisconsin by Wildlife Forever
Wisconsin History by Robert Nesbit
Wisconsin's Past and Present (A Historical Atlas) by Wisconsin Cartographers' Guild
Old Wisconsin by Erika Janik
Weird Wisconsin by Linda Godfrey and Richard Hendricks
Cited Internet sources

TOPIC: Prehistory and Native People -- 1 Week(s)

Learning Targets

Categorize Native American that lived in Wisconsin before the explorers

In the Frame of Reference answer the KQs: What native tribes lived in Wisconsin before the explorers? What are some important details about each tribe? What is their present status in WI?

Assessment: Tree Map (F) (S)

Frame of Reference (S)

Write a short summary sharing information regarding what tribes still exist in Wisconsin

Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Assessment: Written summary (F) (S)

Construct a poster to represent the location of Native tribes still in Wisconsin

Assessment: Poster (S)

TOPIC: Explorers, Traders, and Settlers to 1812 -- 1 Week(s)

Learning Targets

Identify key explorers, traders and settlers prior to 1812

Who are they?

Why did they come?

What did they find?

How long did they stay?

What was life like?

Assessment: Multi-Features Map (F) (S)

Explain and have evidence of the geography of Wisconsin prior to 1812

Later use this information to compare to the geography of the early 1900s and the early 2000s and the present geography.

Assessment: Discussion (F)

Visual evidence (F) (S)

TOPIC: Territory to Statehood 1787-1848 -- 1 Week(s)

Learning Targets

Create a timeline of events showing Wisconsin's transition from a territory to statehood, 1787-1848

Assessment: Timeline (F) (S)

Summarize the transition from a territory to state in an informative essay

Assessment: Informative Essay (F) (S)

TOPIC: Immigration and Settlement -- 1 Week(s)

Learning Targets

Define and differentiate between an explorer, trader, settler, and immigrant

Assessment: Double Bubble Maps (F) (S)

Merge and Fork (F)

Rate and Log (F) (S)

Survey or interview 15-20 people regarding hunting and fishing impact in Wisconsin

Develop the survey

Ask males and females

Use the data in your argument

Assessment: Survey (F)

TOPIC: Civil War 1860-1865 -- 1 Week(s)

Learning Targets

Write and develop a historical fiction journal of letters between family members sharing thoughts, feelings and events of the Civil War; 1860-1865

The journal should have at least one person in Wisconsin who can "share" the state's happenings and the other family members may or may not be in Wisconsin. The journal must have at least 8 letters.

Assessment: Journal (F) (S)

TOPIC: Mining, Lumber, Agriculture -- 1 Week(s)

Description

<http://www.wisconsinhistory.org/>

Learning Targets

Compare and contrast the mining industry of the past and today

Assessment: Double Bubble (S)

Compare and contrast the lumber industry of the past and today

Assessment: Double Bubble (S)

Compare and contrast the agriculture industry of the past and today

Assessment: Double Bubble (S)

Determine the sequence of events which lead to the change in mining, lumbering, and agriculture

Assessment: Flow Map (F) (S)

TOPIC: The Progressive Era, 1874-1914 -- 1 Week(s)

Description

http://www.progressiveliving.org/history/timeline/progressive_era/progressive_era_timeline.htm

Learning Targets

Explain the major players and the importance of the Progressive Era on Wisconsin

Assessment: 5 minute multimedia presentation (F) (S)

TOPIC: Response to 20th Century Change -- 1 Week(s)

Learning Targets

Identify significant events and people in the major decades of Wisconsin history

Assessment: Flow and Multi-Flow Map (F) (S)

TOPIC: Hunting and Fishing -- 1 Week(s)

Learning Targets

Choose a position, cite evidence, and be able to argue a position regarding the positive or negative impact of hunting and fishing over time in Wisconsin's history

Be able to include the impact of Native American rights on hunting and fishing

Updated on January/22/2021

Assessment: Written argumentative paper and conversation (F) (S)
Survey or interview 15-20 people regarding hunting and fishing impact in Wisconsin

Develop the survey
Ask males and females
Use the data in your argument

Assessment: Survey (F)

TOPIC: Birds, Flowers and Critters -- 1 Week(s)

Learning Targets

Identify and share important facts about some of the most frequently seen birds, flower and critters in WI

Assessment: Multi-page Field Guide, 15 min video or complex brochure (S)

TOPIC: What's Where in Wisconsin? -- 1 Week(s)

Learning Targets

Identify the eight major sections, to include basic geography, of Wisconsin

Assessment: Quiz (S)

Determine a few historical or fun facts for each section

Create a matching activity and answer key for other students to use

Assessment: Matching activity (S)

Create a travel guide of the top activities, places to go, or places to see in each section.

Assessment: Travel guide (S)

TOPIC: Timeline of Events -- 1 Week(s)

Learning Targets

Identify and sequence 50 major events in Wisconsin's history from early Native American to present

Cite evidence

Justify choice

Assessment: Timeline (S)

TOPIC: Weird, Amusing and Perplexing Stories -- 1 Week(s)

Learning Targets

Give a short presentation to answer the question, what are some unusual legends or unlikely stories from Wisconsin's past?

Cite sources in presentation

Share at least one legend and one unlikely story

Assessment: Discussion (F)

Oral presentation (S)

Create a visual or dress in "costume" to help portray each of the stories during the presentation

Assessment: Presentation (S)

Rubric or checklist (S)