



## 8th Grade Social Studies

### Course Description:

Eighth grade students will study American History from the Pre-Civil War era through America as a World Power. There will be an additional unit covering the Holocaust and genocide from a global perspective.

### Instructor:

*Mr. Dave Chapman*

*Classroom # 55*

*Email: david.chapman@central301.net*

*Phone: 847-464-6000*

### Course Materials Required:

- *Chromebook*
- *Folder*
- *Notebook or loose-leaf notebook paper*
- *Pen and Pencil*

### Learning Activities

- *Simulations*
- *Projects - group, partner, and individual*
- *Written responses including essays, letters, journal entries, etc.*
- *Reading assignments*
- *Maps*
- *Image Analysis*
- *Text Analysis*
- *Debates*
- *Investigations*

### Learning Outcomes

- *Students will be able to...*

SS.IS.6.6- 8.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.

SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).

SS.CV.3.6-8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

SS.EC.1.6-8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.



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SS.EC.2.6-8.MdC. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.

SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6- 8.MC. Gather relevant information from credible sources and determine whether they support each other.

SS.IS.5.6- 8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.

SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, interest, and credit history.

SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.

SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.

SS.G.2.6-8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

SS.G.3.6-8.MC. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.

SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.



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## Course Outline

<b>Unit</b>	<b>Approximate Dates</b>	<b>Topics</b>	<b>Student Activities</b>
<i>Toward Civil War</i>	<i>August 28 -September 28</i>	<i>Slavery</i> <i>Underground Railroad /Abolitionists</i> <i>Major Compromises and Laws</i> <i>Dred Scott Supreme Court Case</i> <i>Lincoln Douglas Debates</i> <i>1860 Presidential Election</i> <i>Attack on Ft. Sumter</i>	<i>Create map of U.S. (1820)</i> <i>American Anti-Slavery Society Debate</i> <i>Underground Railroad Simulation and Diary Entry</i> <i>Compromise of 1850 Simulation</i> <i>Lincoln Douglas Debate Simulation</i>
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<p><i>Civil War</i></p>	<p><i>September 26- December 11</i></p>	<p><i>Strengths / Weaknesses of Union, Confederate, and Border States</i></p> <p><i>Presidency of Abraham Lincoln</i></p> <p><i>Major Civil War Battles including Bull Run, Antietam, Gettysburg, Sherman's March to the Sea</i></p> <p><i>Major Civil War Generals</i></p> <p><i>Emancipation Proclamation</i></p> <p><i>The Gettysburg Address</i></p> <p><i>54th Massachusetts Regiment</i></p> <p><i>Surrender at Appomattox</i></p>	<p><i>Create Map of U.S. (1861)</i></p> <p><i>Union Army Enlistment Simulation</i></p> <p><i>Life as a Soldier Radio Broadcast</i></p> <p><i>Google Tour Builder - student created timeline and assessment</i></p> <p><i>Spy Activity (simulation)</i></p>
<p><i>Reconstruction</i></p>	<p><i>December 14 - January 12</i></p>	<p><i>Reconstruction Plans</i></p> <p><i>Black Codes</i></p> <p><i>Freedmen's Bureau</i></p> <p><i>Sharecropping</i></p> <p><i>Plessy vs. Ferguson Supreme Court Case</i></p> <p><i>Jim Crow Laws</i></p>	<p><i>Student Creation of Reconstruction Plan</i></p> <p><i>Analysis of primary sources and debate on effectiveness of Freedmen's Bureau</i></p> <p><i>Sharecropping Simulation</i></p> <p><i>Impeachment Trial of Andrew Johnson</i></p>



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<b>Unit</b>	<b>Approximate Dates</b>	<b>Topics</b>	<b>Student Activities</b>
<i>Westward Expansion</i>	<i>January 15 - March 9</i>	<p><i>Geography of the West</i></p> <p><i>Major Job Opportunities in the West: Mining, Homesteading, Railroads, Cowboys</i></p> <p><i>Conflicts with Native Americans (Sand Creek, Little Big Horn, Sioux Uprising, Wounded Knee)</i></p> <p><i>Dawes Act</i></p> <p><i>Assimilation of Native Americans</i></p>	<p><i>Map of western U.S. including major geological features</i></p> <p><i>Cowboy Help Wanted Ad</i></p> <p><i>Homesteader Letter</i></p> <p><i>Sand Creek Massacre - Analysis of Primary Sources</i></p> <p><i>Persuasive Commercial (Settlement of the West)</i></p> <p><i>Dakota Access Pipeline Simulation</i></p>
<i>Rise of Industry</i>	<i>March 12 - April 26</i>	<p><i>Major Inventions and Inventors</i></p> <p><i>Captains of Industry</i></p> <p><i>Working Conditions</i></p> <p><i>Monopolies</i></p> <p><i>Unions / Strikes</i></p> <p><i>Immigration</i></p>	<p><i>21st Century Innovation Design Project</i></p> <p><i>Triangle Shirtwaist Factory Investigation</i></p> <p><i>Child Labor Analysis</i></p> <p><i>Monopoly Board Game (Simulation)</i></p> <p><i>Collective Bargaining Simulation - Pullman Strike</i></p> <p><i>Ellis Island Virtual Tour</i></p>



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<b>Unit</b>	<b>Approximate Dates</b>	<b>Topics</b>	<b>Student Activities</b>
<i>Progressive Era</i>	<i>April 30 - May 4</i>	<i>Major Reformers</i>	<i>Progressive Panel Debate</i>
<i>America as a World Power</i>	<i>May 7 - May 11</i>	<i>Spanish American War</i>  <i>Imperialism, Expansionism, Nationalism</i>	<i>Yellow Journalism Article</i>  <i>Imperialism Simulation</i>
<i>The Holocaust and Genocide Study</i>	<i>May 14 - June 1</i>	<i>Nuremberg Laws</i>  <i>Kristallnacht</i>  <i>Propaganda</i>  <i>Life in the Ghetto</i>  <i>Death Camps / Concentration Camps</i>	<i>Webquest and Research - Student created plans to end Genocide at a local, national, and global level</i>

### **Major Course Assignments/Assessments (dates are approximate)**

- *Underground Railroad Diary Entry - September 6th*
- *Compromise of 1850 Presentations - September 13<sup>th</sup>*
- *Toward Civil War Assessment I - September 20<sup>th</sup>*
- *Bumper Sticker Madness – September 25<sup>th</sup>*
- *Toward Civil War Assessment II - September 29th*
- *Soldier Broadcast - October 20th*
- *Civil War Assessment I - November 1st*
- *Reactions to Emancipation Proclamation – November 6*
- *Civil War Assessment II - December 5th*
- *Civil War Timelines (Google Tour Builder) - December 11th*
- *Impeachment of Andrew Johnson Mock Trial - January 12th*



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- *Reconstruction Assessment - January 23rd*
- *Westward Expansion Assessment I - February 8th*
- *Sand Creek Primary Source Analysis - February 12th*
- *Westward Expansion Assessment II - February 28th*
- *Commercial (Westward Expansion) - March 12th*
- *Dakota Access Pipeline Simulation - March 16th*
- *21st Century Innovation Project - April 6th*
- *Collective Bargaining Simulation - April 25th*
- *Rise of Industry Assessment - April 26th*
- *Progressive Panel Debate - May 11th*
- *America as a World Power Assessment - May 18th*
- *Student Created Plan to end Genocide - June 1st*

### Grading Procedures:

- Grades are calculated using total points throughout each quarter. Grades are not weighted, and there is no extra credit.

### Grading Scale:

Letter Grade	Range
A	100-90
B	89.99-80
C	79.99-70
D	69.99-60
F	59.99-below

### Absences/Make-up Work:

Students who are absent from school will be allowed to make up work for equivalent academic credit. The time allowed to make up work will generally be one school day for every school day missed, starting with the first day the student returns to school. In extenuating circumstances a student may ask his/her teacher for additional time to make up work. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to get the assignments, complete them, and turn them in, and to arrange a



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time with the teacher to make up any missed quizzes or tests. Incomplete work or failure to do the work may result in a lowering of grades.

### Procedure to follow to receive and submit makeup work:

1. *Student will log into Canvas and find the “absent work” document.*
2. *Student will review the information covered for the day.*
3. *Student will complete assignment as stated in Canvas.*
4. *Student will submit assignment as stated in Canvas.*

### **Technology Policy**

The District’s electronic networks, including the Internet, are part of the District’s instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. Use of all electronic devices allowed as part of the District’s Bring Your Own Device (“BYOD”) program and the District issued Chromebook must be consistent with District policies and procedures. Such electronic devices may be used during instructional time only for educational purposes as approved by the Administration or teacher. Personal devices may be used by students during non-instructional time, such as during passing periods, and before or after school. Students may not place or receive phone calls during school day hours (8:12am to 2:50pm). Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or accessed via the District’s electronic networks. The District’s rules for behavior and communications apply when using the electronic networks. Refer to the Chromebook Handbook issued by the district.

### ***State specific technology guidelines for your classroom here***

*The use of cell phones while in the social studies classroom is strictly prohibited without teacher permission.*





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### **Academic Integrity:**

Students engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores will be held to the standards of the 17-18 CMS Plagiarism Policy.

#### **Plagiarism/Cheating**

Using someone else's ideas, phrasing or words and representing those as your own, either on purpose or through carelessness, is plagiarism. This is the same as "copying" the ideas of someone else. This includes, but is not limited to: copying from the Internet, copying from a reference source, copying from a friend, etc. Plagiarism can encompass an entire paper, a paragraph, a sentence, or even just one word. Any work that is turned in and is found to have been plagiarized will be disciplined as follows:

- All daily work, classwork, homework, and quizzes will result in a zero

#### **For large/unit assessments and projects:**

- 1st offense-Conference with the teacher with the option to redo the project/assessment for 50% off
- 2nd offense- Conference with the teacher, parental contact, and a zero on the project/assessment

All subsequent offenses will result in a mandatory conference with the student, teacher, principal or student service coordinator. Consequences will be handled on a case by case basis.