

## Wyoming Department of Education Required Virtual Education Course Syllabus

### BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CASS43168	Grade Level	8
Course Name	Social Studies 8 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

#### COURSE DESCRIPTION

*In this course, the student will study the history, geography, and culture of the western hemisphere. Prentice Hall's World Studies: Western Hemisphere provides the basis for the course content. The student will complete a comprehensive study of the history, geography, and cultures of the United States, Canada, and the countries of Latin America. These countries will be studied with regard to their political divisions, natural resources, economies, population distribution, climates, and landforms. The student will also examine the relationship between human actions and conditions on Earth. The student will examine such current issues as overpopulation, poverty in developing nations, and problems plaguing cities. All of these issues are studied within the context of world geography.*

#### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS8.1.1	Explain the rights, duties, and responsibilities of a United States citizen.
SS8.1.2	Explain how to participate in the political process.
SS8.1.3	Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.
SS8.1.4	Understand the difference between United States civil and criminal legal systems.
SS8.1.5	Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).
SS8.1.6	Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
SS8.2.1	Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
SS8.2.3	Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.
SS8.2.4	Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).
SS8.3.1	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).
SS8.3.2	Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).
SS8.3.3	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).
SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.
SS8.3.5	Describe how values and beliefs influence individual, family, and business decisions (microeconomics).
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.
SS8.4.3	Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.
SS8.4.4	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).
SS8.4.5	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.
SS8.5.1	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.
SS8.5.3	Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.
SS8.5.4	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
SS8.6.1	Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS8.6.2	Distinguish among fact, opinion, and reasoned judgment in a text.
SS8.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a>
SS8.6.4	Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

#### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
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<b>Unit 1: Course Overview</b> In this unit, you will receive a basic overview of the course. You will learn about the course structure built around the American History textbook, and preview the different icons and assessments included throughout the course. You will also learn how to take efficient and effective lesson notes in order to be successful in the course, as well as how to format research papers and cite sources. Lastly, you will explore some of the course's interactive features.		In this course overview, you will learn about the following topics. <ul style="list-style-type: none"><li>• Unit Structure and Icons</li><li>• 21st Century Skills in Social Studies</li><li>• Lesson Materials, Language, and Vocabulary Practice</li><li>• Lesson Note-Taking</li><li>• Research and Citations</li><li>• Assessments and Rubrics</li><li>• Technology and Accessibility</li><li>• Reflection and Quick Check</li></ul>
<b>Unit 2: The Revolutionary Era</b> The expansion of the colonies up and down the Eastern coast made it necessary for new settlers to travel further west in search of unoccupied space. The space that they found, however, was already occupied. As a result, the French and Indian War was sparked. In this unit, students will study the time surrounding the Revolutionary War. They will identify the specific events and people that spurred the nation toward revolution, as well as the ideas motivating those people. They will analyze the Declaration of Independence, and discover how a loosely organized group of colonies was able to defeat what may have been the greatest superpower in the world at the time.	SS8.2.1, SS8.4.4, SS8.5.2, SS8.6.1, SS8.6.3, SS8.6.4	<ul style="list-style-type: none"><li>• Explain the events surrounding the American Revolution from the point of view of both the English Parliament and the American patriots</li><li>• Identify key people, events, and battles in the events leading up to and during the Revolutionary War</li><li>• Analyze the Declaration of Independence, and identify ideas and documents that influenced it</li></ul>
<b>Unit 3: A Constitution for the United States</b> The Revolutionary War is over, and the former colonies are finally independent of Great Britain. The war united the colonies under a single cause, but now the leaders need to find a way to solidify that union without resorting to another monarchy. In this unit, students will learn about and compare the two systems of government established in the United States following the Revolutionary War. This study will include an analysis of some of the major arguments both for and against ratification of the Constitution. Finally, the students will examine the structure of the government as set up in the Constitution and identify the roles and characteristics of a good citizen.	SS8.1.1, SS8.1.2, SS8.1.3, SS8.1.4, SS8.1.5, SS8.1.6	<ul style="list-style-type: none"><li>• Explain the major weaknesses of the Articles of Confederation and how those issues were fixed in the Constitution</li><li>• Analyze the Constitution, including the issues that arose during its writing, the arguments and events surrounding its ratification, and the Bill of Rights</li><li>• Identify key people, locations, and events involved in the writing and ratification of the Constitution</li><li>• Describe the characteristics of a good citizen</li></ul>
<b>Unit 4: The Early Republic</b> Following the signing of the Declaration of Independence, the states set up a national government under the Articles of Confederation. It lasted for a few years, but it ultimately proved ineffective and was eventually replaced by the much stronger federal government established by the U.S. Constitution. And now, with George Washington at the helm, the new government begins to establish itself. Will this new system last, or will it collapse like its predecessor? Will the office of the president prove to be too powerful, enabling some ambitious leader to establish himself as a tyrant? Perhaps the government will be ineffective in foreign matters, opening it to the possibility of being reconquered by some European power. In this unit,	SS8.4.4	<ul style="list-style-type: none"><li>• Evaluate Washington's legacy as the first president</li><li>• Compare and contrast the platforms of the first political parties</li><li>• Summarize and analyze the administrations of the first five presidents of the United States in terms of foreign issues, domestic issues, and political challenges</li></ul>
<b>Unit 5: The Age of Jackson and Westward Expansion</b> In 1814, General Andrew Jackson exploded onto the scene in the United States. A bona-fide war hero, he became wildly popular with the common man. After a narrow and surprisingly unsuccessful bid for the presidency in 1824, he came back in 1828 and forever changed the office. In this unit, students will examine the political career of Andrew Jackson and the legacy he left. This is a time of growth for the fledgling country, and students will identify the direction of the growth and the reasons used to justify it.	SS8.4.2, SS8.4.3, SS8.4.5, SS8.5.1, SS8.5.2, SS8.5.3, SS8.6.1, SS8.6.3	<ul style="list-style-type: none"><li>• Describe the presidency of Andrew Jackson and analyze his impact on that office</li><li>• Examine the changing relationship between the white Americans and the Native Americans</li><li>• Describe the idea of Manifest Destiny and explain the impact it had on politics and the expanding borders of the United States</li></ul>

<p><b>Unit 6: Society and Culture Before the Civil War</b></p> <p>Industry began to expand quickly in the early 1800's. Especially in the North, new machines were being developed that quickly did work that had previously been tedious and labor intensive. Lower production costs meant lower prices for the buyer, and sales of items such as food and clothing rose. In the South, however, agriculture was the foundation of the economy. Cash crops such as tobacco and cotton sold well all over the world, and the Southern economy became dependent on the free labor of enslaved Africans. The early 1800's were also a time of social reform. People pushed for equal rights for women, an end to slavery, and other social causes. At the same time, American artists and writers developed works that were uniquely</p>	SS8.2.1, SS8.2.2, SS8.2.4, SS8.3.3, SS8.4.1, SS8.4.2, SS8.4.5, SS8.5.3, SS8.6.2	<ul style="list-style-type: none"> <li>• Analyze the impact that new technology had on the culture and economy of the United States</li> <li>• Identify the various social movements that began in the early 1800s, and describe their impact on the culture of the United States</li> <li>• Compare and contrast the economies of the Northern states and the Southern states</li> </ul>
<p><b>Unit 7: The Civil War</b></p> <p>It's 1850, and the issue that has been simmering beneath the surface for the last 60 years is very quickly becoming the foremost political question: How is slavery going to affect the settlement of the West? In this unit, students will analyze the political compromises that sought to resolve this question and examine the war that finally did resolve the question. They will compare and contrast the strengths and weaknesses of both sides prior to and during the war, and identify key people, places, battles, and events that shaped the outcome.</p>	SS8.2.1, SS8.4.1, SS8.4.4, SS8.5.2	<ul style="list-style-type: none"> <li>• Analyze the impact that slavery had on American politics from 1820–1861</li> <li>• Identify the major political parties that existed in the years prior to the Civil War and describe their stance on various issues</li> <li>• Describe political events leading up to and during the Civil War, and identify key battles, people, and turning points</li> <li>• Describe the impact that the expansion of slavery and the Civil War itself had on the culture of the United States before, during, and just after the war</li> </ul>
<p><b>Unit 8: Reconstruction and Economic Growth</b></p> <p>The country was divided over slavery for many years prior to the shots fired at Fort Sumter, but the Civil War made that division official. After the fighting stopped and the issue of slavery was settled, hard feelings remained on both sides. To make things worse, the South was in ruins and former slaves faced strong protest as they tried to integrate into society as freedmen. On the plus side, new inventions and innovations created an economic boom and provided jobs for thousands. Unfortunately, the working conditions for many of these jobs were often dangerous. In this unit, students will study the methods and effects of Reconstruction, the rise of ranching in the West and big business in the East, and the advancements in technology</p>	SS8.2.1, SS8.2.3, SS8.2.4, SS8.3.3, SS8.4.2, SS8.5.4, SS8.6.2	<ul style="list-style-type: none"> <li>• Compare and contrast the various plans for Reconstruction</li> <li>• Evaluate the ways people or groups tried to help or hinder the integration of former slaves into society</li> <li>• Describe life for various groups of people in different regions of the United States, including Midwestern farmers, industrial titans and their workers, and Native Americans</li> <li>• Evaluate the impact of new technologies and industrial innovations on the American landscape, culture, and economy</li> </ul>