

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CASS43169	Grade Level	8
Course Name	Social Studies 8 B	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

This course offers a broad survey of United States history from the Progressive Era to the present. The course examines U.S. political, economic, and social history from a chronological point of view. Throughout the course, the student will make connections between historical events and their impact on the American people and landscape. The student will enhance social studies skills by completing activities that teach understanding primary sources, reading time lines and graphs, comparing and contrasting, recognizing bias, and more. Lessons are designed to develop the student's abilities to question, read, analyze, interpret, and evaluate different forms of information. The student will also practice geography skills by exploring the evolution of America's geography and its historical impact. Pearson's American History provides the basis for instruction. The course also includes two units on economics. In these units, students will learn concepts such as scarcity, supply and demand, government involvement, and personal financial literacy.

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). https://www.iste.org/standards/nets-for-students
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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<p>Unit 1: Course Overview 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.</p>		<p>In this course overview, you will learn about the following topics</p> <ul style="list-style-type: none"> •Unit Structure and Icons •21st Century Skills in Social Studies •Lesson Materials, Language, and Vocabulary Practice •Lesson Note-Taking •Research and Citations •Assessments and Rubrics •Technology and Accessibility •Reflection and Quick Check
<p>Unit 2: The Progressive Era The economic boom in the East created jobs that drew people away from their farms and to the larger cities. This movement, coupled with a huge surge in immigration from Europe, caused cities to grow much more quickly than they could actually handle. Living conditions for workers were often filthy, and working conditions were anything but safe. Political corruption was rampant, and the divides between rich and poor, citizen and immigrant, and haves and have-nots seemed to get bigger every year. Something had to be done. In this unit, students will study the Progressive movement that occurred around the turn of the century. They will identify the movement’s goals and evaluate the extent to which those goals were achieved. They will also examine the lasting impacts those victories had on the culture of the United States, even up until today.</p>	<p>SS8.1.2, SS8.2.3, SS8.2.4, SS8.4.5, SS8.6.1, SS8.6.3, SS8.6.4</p>	<ul style="list-style-type: none"> • Explain the causes and effects of urbanization and mass immigration on society and government around the turn of the century • Describe the goals of the Progressive movement in the United States, and identify some of the ways in which key people worked toward those goals • Identify specific victories for the Progressive movement and describe how those victories improved the lives of Americans
<p>Unit 3: Imperialism and World War I Reconstruction and the Progressive movement were massive undertakings, but they were purely internal affairs. The United States was quickly becoming a player on the global stage, and the biggest players in Europe and Asia were building vast empires. Expanding the nation’s territorial holdings seemed like a logical step to some, but others argued that it went against the nation’s founding values. While Americans struggled with this dilemma, a man fired two shots in a European city called Sarajevo, throwing much of the world into chaos. In this unit, students will study the Spanish-American War and World War I, and the causes and effects those two conflicts had on the culture of the United States and also on the country’s status as a world leader.</p>	<p>SS8.4.3, SS8.4.5, SS8.5.2, SS8.6.2</p>	<ul style="list-style-type: none"> • Explain arguments made for and against the creation of an American empire • Explain the causes and effects of the Spanish-American War and World War I • Compare and contrast the attitudes of Americans prior to and during World War I • Compare and contrast Wilson’s plan for peace with the actual terms of the Treaty of Versailles
<p>Unit 4: Prosperity, Depression, and World War II Crash! For about 10 years following World War I, things were great in the United States, and then nearly overnight, they weren’t. The stock market plummeted, thousands of people lost their life savings, and about one in four Americans became unemployed. A severe drought in the Midwest left many farmers penniless. A multinational war broke out in Europe—again. And then, seemingly out of nowhere, Japan bombed a naval base in Hawaii. In this unit, students will analyze the causes and effects of the Great Depression and World War II and evaluate the political and social reactions to them.</p>	<p>SS8.1.6, SS8.2.1, SS8.2.2, SS8.5.2, SS8.5.4</p>	<ul style="list-style-type: none"> • Describe the cultural changes and economic boom that defined the Roaring Twenties • Identify the causes of the Great Depression, and the effects it had on people, business, and politics • Compare and contrast the leadership styles of Herbert Hoover and Franklin Roosevelt, and describe steps that each took to slow the Depression • Identify and describe the causes and effects of World War II • Describe the events that pulled the United States into the war and the ways in which Americans supported the war effort

<p>Unit 5: Postwar America The United States and the Soviet Union (U.S.S.R.) were never really on friendly terms. They worked together, begrudgingly, to defeat the Germans in World War II, but everything changed when the United States dropped the atomic bomb. The U.S.S.R. felt threatened, and an arms race began. The increased spending in science and engineering led to many amazing technological advancements, but that didn't always stop the Cold War from becoming hot in some places. During this period, many Americans grew tired of war, injustice, and political turmoil. In this unit, students will study the Cold War and the various hot conflicts that sprang up within it. They will also evaluate the effectiveness of civil disobedience and nonviolent protests of the Vietnam War and for the civil rights of all Americans.</p>	<p>SS8.2.1, SS8.4.4, SS8.6.2</p>	<ul style="list-style-type: none"> • Evaluate the extent to which the Cold War dictated foreign and domestic policies in the United States • Compare and contrast the lives of white Americans and African Americans under segregation, and evaluate the efforts taken to end segregation • Identify the causes and effects of the wars in Korea and Vietnam • Analyze the lack of support for the Vietnam War compared to other recent conflicts, especially among groups such as young people and minorities
<p>Unit 6: Meeting New Challenges In the 1980s, the Cold War seemed to be coming to an end. The Soviet Union was becoming increasingly powerless to stop its republics from gaining independence and would eventually collapse itself. The United States was now the unquestioned leader in the world in terms of wealth and influence, but that didn't bring an end to its problems. Conflicts in the Middle East in the 1970s and 1990s set the conditions that contributed to the terrorist attacks of September 11, 2001, and the two wars that followed. An economic boom in the 1990s and early 2000s was followed by the worst economic recession since the Great Depression. Scientists are still working to understand the negative effects that decades of pollution have had on the planet. In this unit, you will study the last few decades of U.S. history, from President Reagan's administration to the present. You will analyze the current threat of terrorism and evaluate the effect that advancements in science and technology have had on U.S. culture.</p>	<p>SS8.1.6, SS8.2.4, SS8.3.3, SS8.4.2, SS8.4.4, SS8.5.4, SS8.6.1, SS8.6.3</p>	<ul style="list-style-type: none"> • Describe the presidency of Ronald Reagan, both in terms of his policies and his personality • Identify the events that signaled the end of the Cold War • Identify new technologies and entrepreneurs that helped the United States to become a global superpower in the latter half of the 20th century
<p>Unit 7: Economics Basics In this unit, you will learn the basics of economics. You will learn about concepts such as scarcity and choice, trade, the role of prices, and competition in markets.</p>	<p>SS8.3.1, SS8.3.2, SS8.3.4, SS8.3.5</p>	<ul style="list-style-type: none"> • Define the three types of productive resources and give examples of each type • Differentiate between economic wants and needs • Explain how choices involve trade-offs • Describe how scarcity causes people to make choices
<p>Unit 8: Building on Economics Basics To participate in the economy, it helps to know about the economy. In this unit, you will learn about several advanced economic concepts that build on your understanding of basic ideas such as scarcity, choice, and supply and demand. These concepts include ways to earn and use money, the process of economic growth, the role of government in the economy, and ways that economists track change over time.</p>	<p>SS8.3.4, SS8.3.5</p>	<ul style="list-style-type: none"> • Explain how people make and use money in a market economy • Discuss the factors that contribute to economic growth at the individual and national levels • Describe the role of government in the economy • Identify and analyze economic indicators, including gross domestic product and unemployment rates • Predict consequences of economic choices and changes over time