



Dublin City Schools Social Studies K – 12 Vision Statement

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources. studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.

Social Studies K-12 Inquiry Workshop



Fostering Inquiry Focused Mini-lesson	Collaborative Learning	Reflection
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> • Connecting to the learning goal • Connecting to previous learning • Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>). • Explicitly teaching content/skill (e.g., preview, video clip, focused lecture) • Brief opportunities for students to share thinking together around the goal (active engagement) • Linking to the collaborative practice time and overall goals 	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> • Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>) • Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>) • Teacher conferring to differentiate with individual students or groups • Resource and research support given as needed • Evaluating resources & compiling evidence 	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> • Student sharing of new learning, reasoned conclusions and discoveries • Student reflecting on the learning goal • Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning • Student or group processing of the learning in a variety of ways (e.g., technology integration) • Preparing and participating in a culminating event to share learning • Taking informed action

Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

Support for the Implementation of the Instructional Program

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

Dublin City Schools Social Studies Graded Course of Study Grade 8

Grade 8 Social Studies Course Goals

THEME: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

Unit A Colonization	Unit B Independence	Unit C Establishing a Government	Unit E New Nation	Unit F Westward Expansion	Unit G A Nation Divided and Reconstruction
First Semester			Second Semester		
<p>Compelling Question:</p> <p>How did Europeans explore and establish settlements in the Americas and what impact does that colonization have on America and the world today?</p>	<p>Compelling Question:</p> <p>Is it necessary for citizens to rebel against their government?</p>	<p>Compelling Question:</p> <p>What makes an effective government?</p> <p>Has the Constitution created a more "Perfect Union?"</p>	<p>Compelling Question:</p> <p>How did early actions of United States presidents shape the identity of the country socially, philosophically, and geographically?</p>	<p>Compelling Question:</p> <p>How did American expansion lead to growth and conflict? Was it worth it?</p>	<p>Compelling Question:</p> <p>How were the founding ideals and social norms of the time challenged by groups of people in America?</p> <p>To what extent did Reconstruction bring African Americans closer to full citizenship?</p>

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Unit A Colonization	Unit B Independence	Unit C Establishing a Government	Unit E New Nation	Unit F Westward Expansion	Unit G A Nation Divided and Reconstruction
<p>Content Statement 8.1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>Content Statement 8.15 Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</p>					
<p>Content Statement 8.2 - North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p>	<p>Content Statement 8.5 -The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	<p>Content Statement 8.8 - Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p>	<p>Content Statement 8.9 - Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<p>Content Statement 8.10 - The United States added to its territory through treaties and purchases.</p>	<p>Content Statement 8.12 Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p>
<p>Content Statement 8.3 -Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p>	<p>Content Statement 8.6- Key events and significant figures in American history influenced the course and outcome of the American Revolution.</p>	<p>Content Statement 8.22 - The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances</p>	<p>Content Statement 8.12- Disputes over the nature of Federalism, complicated by economic developments in the United States, resulted in sectional issues , including slavery, which led to the American Civil War.</p>	<p>Content Statement 8.11 - Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p>Content Statement 8.13 -Key events and significant figures in American history influenced the course and outcome of the Civil War.</p>
<p>Content Statement 8.4 - The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development.</p>	<p>Content Statement 8.7 - The outcome of the American Revolution was national independence and new political, social and economic relationships</p>	<p>Content Statement 8.23 - The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p>Content Statement 8.24 - Choices made by individuals, businesses and governments have both present and future consequences.</p>	<p>Content Statement 8.16 - The availability of natural resources contributed to the geographic and economic expansion of the United States,</p>	<p>Content Statement 8.14 - The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering</p>

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<p>Their knowledge, skills and traditions were essential to the development of the colonies.</p>	<p>for the American people.</p>			<p>sometimes resulting in unintended environmental consequences.</p>	<p>social and political differences.</p>
	<p><u>Content Statement 8.20</u> - Active participation in social and civic groups can lead to the attainment of individual and public goals.</p>		<p><u>Content Statement 8.26</u> - Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p><u>Content Statement 8.17</u> - The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p>	<p><u>Content Statement 8.18</u> - Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>
	<p><u>Content Statement 8.21</u> - Informed citizens understand how media and communication technology influence public opinion.</p>			<p><u>Content Statement 8.25</u> - The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>	

**Dublin City Schools Social Studies Graded Course of Study
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Unit A Colonization	Learning Statements & Elaborations	Recommended Resources
<p>How did Europeans explore and establish settlements in the Americas and what impact does that colonization have on America and the world today?</p>	<p><i>European Exploration and 13 Colonies</i></p> <p>Content Learning Statement 8.2 - North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p><i>State Elaboration for Teacher Reference</i> - Many different American Indian cultures inhabited North America prior to the arrival of Europeans. Economic reasons for European exploration of the Americas include the pursuit of new trade routes to Asia, the quest for new opportunities and the search for resources. The Europeans found resources that were in demand in Europe. Religious reasons for Europeans coming to North America include escaping persecution, creating religious sanctuaries, and converting American Indians to Christianity.</p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism</i> Chapters: 2, 3 & 4</p> <p><i>An Indigenous Peoples' History of the United States for Young People</i></p> <p><i>A People's History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p>
	<p>Content Statement 8.3- Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p><i>State Elaboration for Teacher Reference</i> - Rivalries spurred powerful European countries to make land claims and to exploit the resources of the Western Hemisphere. European powers competed with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating with the French and Indian War.</p>	<p><i>Rickey Millwood (Grades 8–12)</i></p> <p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p> <p>https://www.facinghistory.org/</p> <p>https://teachingamericanhistory.org/</p> <p>https://newslit.org/</p> <p>https://sheg.stanford.edu/</p>

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	<p><u>Content Statement 8.4</u> - The practice of race based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.</p> <p><u>State Elaboration for Teacher Reference</u> - <i>The general perspective of Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation of many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor. Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Slaves were used in maritime trade, manufacturing, agriculture, artisans and as domestics. Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops. Slaves from Africa contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.</i></p> <p>Repeated standards:</p> <p><u>Content Statement 8.1:</u> <i>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</i></p> <p><u>Content Statement 8.15</u> <i>Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</i></p>	<p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p>
<p>Expectation for Learning</p> <p><u>Expectation for Learning #2</u>- Can you explain economic and religious reasons for the exploration and colonization of North America by Europeans?</p> <p><u>Expectation for Learning #3</u>- Can you explain how competition for control of territory and resources in North America led to conflicts among colonizing powers?</p> <p><u>Expectation for Learning #4</u>- Can you explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies? Can you describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies?</p>		

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Unit B Independence	Learning Statements with Elaborations	Recommended Resources
<p><i>Is it necessary for citizens to rebel against their government?</i></p>	<p><i>Revolutionary War Causes</i></p> <p><u>Content Learning Statement 8.5-</u> The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p> <p><u>State Elaboration for Teacher Reference</u> - A chain of political, economic, and social changes that occurred during the Enlightenment helped spur the American Revolution. The ideas of Enlightenment thinkers fueled the discontent felt by American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include: • rights of the citizen; • natural law; • reason; and • idea of popular government. Actions instituted by the British government that angered the American colonists include: • Proclamation of 1763; • Sugar Act; • Stamp Act; • Townshend Acts; • Tea Act; • Coercive or Intolerable Acts; and • Quartering Act. Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on: • natural rights; • limitations on the power of the government; • social contract; and • consent of the governed.</p> <p><u>Content Learning Statement 8.6-</u> Key events and significant figures in American history influenced the course and outcome of the American Revolution.</p> <p>What principles of government are expressed in the Declaration of Independence?</p> <p><u>State Elaboration for Teacher Reference</u> - The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides. Key events and battles during this war included: • Battle of Bunker Hill; • Battle of Trenton; • Valley Forge; • Battle of Saratoga; and • Battle of Yorktown. The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.</p> <p><u>Content Learning Statement 8.7-</u> The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p><u>State Elaboration for Teacher Reference</u> - The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation. The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues. Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing documents and address issues facing</p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism</i> Chapters: 5, 6 & 7</p> <p><i>An Indigenous Peoples' History of the United States for Young People</i></p> <p><i>A People's History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p> <p><i>Rickey Millwood (Grades 8–12)</i></p> <p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p> <p>https://www.facinghistory.org/</p> <p>https://teachingamericanhistory.org/</p>

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	<p><i>the new nation. One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.</i></p> <p>Content Learning Statement 8.20- Active participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p><i>State Elaboration for Teacher Reference</i> - Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. An example of social participation is membership in a trade union which sought to improve working conditions. Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.</p> <p>Content Learning Statement 8.21- Informed citizens understand how media and communication technology influence public opinion.</p> <p><i>State Elaboration for Teacher Reference</i> - Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books and newspaper articles influenced public opinion in early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.</p> <p>Content Learning Statement 8.24- Choices made by individuals, businesses and governments have both present and future consequences.</p> <p><i>State Elaboration for Teacher Reference</i> - Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether by an individual, business or government, there are consequences for the present and the future. Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term. Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy. Historical decisions based in part on economic choices include: • exploring new lands; • importing slaves to the Americas; • imposing new taxes on the American colonies; • purchasing and/or acquiring lands from foreign countries; • growth of industry; • working conditions, and • imposing tariffs.</p> <p>Repeated standards: Content Statement 8.1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. Content Statement 8.15 Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</p>	<p>https://newsliit.org/</p> <p>https://sheg.stanford.edu/</p> <p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p> <p>Women in the Revolutionary War Supplemental Resources:</p> <p>https://newsela.com/videos/ckm5kb0qo000g3g5ysqdp6s9l/?search_id=615621a8-c8d6-4573-bcb8-1e2a79640ae4</p>
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Expectation for Learning

How was the Continental army able to win the war for independence from Great Britain?

What were the results of the American Revolution?

Expectation for Learning #5- Can you connect the Enlightenment ideas and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution?

Expectation for Learning #6- Can you describe how key battles and individual contributions helped lead to the American victory in the American Revolution?

Expectation for Learning #7- Can you analyze the new relationships for the American people that resulted from the American Revolution?

Expectation for Learning #20- Can you explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Expectation for Learning #21- Can you explain how media and communication technology influence public opinion.

Expectation for Learning #24- Can you analyze how choices made by individuals, businesses and governments have both present and future consequences

Unit C Establishing a New Government	Learning Statements with Elaborations	Recommended Resources
<p>What makes an effective government?</p> <p>Has the Constitution created a more “Perfect Union?”</p>	<p><u>Content Learning Statement 8.8</u>- Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p><u>State Elaboration for Teacher Reference</u> - Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included: no chief executive; no federal courts; maintaining national security; creating a stable economic system; paying war debts; collecting revenue; regulating trade; and amending the Articles of Confederation. Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving: powers of the central government versus the states; adoption of the Bill of Rights; congressional representation; the extent of democratic participation; and the continued institution of slavery.</p> <p><u>Content Learning Statement 8.22</u>- The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.</p> <p><u>State Elaboration for Teacher Reference</u> - <i>The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence. The United States is a republic in which elected officials representing the people make laws and public policy. The U.S. Constitution provides for separation of powers among the three branches of government which includes: a legislative branch that makes laws; an executive branch that enforces laws; and a judicial branch that interprets laws. The U.S. Constitution also provides for a system of checks and balances among the three branches of government.</i></p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism</i> Chapters: 8, 9 & 10</p> <p><i>An Indigenous Peoples’ History of the United States for Young People</i></p> <p><i>A People’s History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p> <p><i>Rickey Millwood (Grades 8–12)</i></p>

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	<p><i>These checks and balances include the: power of the President to veto acts of Congress; power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and power of Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.</i></p> <p>Content Learning Statement 8.23- The U.S. Constitution protects citizens' rights by limiting the powers of government.</p> <p><i>State Elaboration for Teacher Reference-</i> <i>The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition. Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.</i></p> <p>Repeated standards: Content Statement 8.1: <i>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</i> Content Statement 8.15 <i>Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</i></p>	<p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p> <p>https://www.facinghistory.org/</p> <p>https://teachingamericanhistory.org/</p> <p>https://newslit.org/</p> <p>https://sheg.stanford.edu/</p> <p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p>
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Expectations for learning in the unit:

Expectation for Learning #8- Can you analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Expectation for Learning #22- Can you describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances?

Expectation for Learning #23- Can you evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Unit D New Nation	Learning Statements with Elaborations	Recommended Resources
<p>How did early actions of United States presidents shape the identity of the country socially, philosophically, and geographically?</p>	<p><u>Content Learning Statement 8.9-</u> Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p><i><u>State Elaboration for Teacher Reference</u> Actions of early U.S. presidential administrations established a strong federal government. • Washington Administration: • creation of the national bank; • Whiskey Rebellion; • Greenville Treaty; and • Jay's Treaty. Adams Administration: • Alien & Sedition Acts; and • maintaining neutrality. Jefferson Administration: • Marbury v. Madison; and • Louisiana Purchase. Madison Administration: • War of 1812. Monroe Administration: • McCulloch v. Maryland; • negotiating treaties to secure U.S. borders; and • The Monroe Doctrine. Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.) Peaceful transitions occurred despite disputes in the elections of 1800 and 1824. Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.</i></p> <p><u>Content Learning Statement 8.26-</u> Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p> <p><i><u>State Elaboration for Teacher Reference</u> Examples of how governments policies can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history. Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including: • roads; • canals; and • railroads. The United States also purchased land for later development. Regulations have been used by governments to control markets by limiting the production or exchange of goods. Trade barriers, such as tariffs, are used by governments to impact markets. They are the means used to prevent certain exchanges of goods between nations</i></p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism Chapters: 11 & 12</i></p> <p><i>An Indigenous Peoples' History of the United States for Young People</i></p> <p><i>A People's History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p> <p><i>Rickey Millwood (Grades 8–12)</i></p>

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	<p><u>Content Learning Statement 8.24-</u> Choices made by individuals, businesses and governments have both present and future consequences.</p> <p><u>State Elaboration for Teacher Reference</u> <i>Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether by an individual, business or government, there are consequences for the present and the future. Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term. Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy. Historical decisions based in part on economic choices include: exploring new lands; importing slaves to the Americas; imposing new taxes on the American colonies; purchasing and/or acquiring lands from foreign countries; growth of industry; working conditions, and imposing tariffs.</i></p> <p><u>Repeated standards:</u></p> <p><u>Content Statement 8.1:</u> Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <u>Content Statement 8.15</u> Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</p>	<p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p> <p>https://www.facinghistory.org/</p> <p>https://teachingamericanhistory.org/</p> <p>https://newslit.org/</p> <p>https://sheg.stanford.edu/</p> <p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p>
<p>Expectations for learning in the unit:</p> <p><u>Expectation for Learning #9-</u> Can you explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion?</p> <p><u>Expectation for Learning #12-</u> Can you explain the disputes over the nature of Federalism, complicated by economic developments in the United States, resulted in sectional issues , including slavery, which led to the American Civil War?</p> <p><u>Expectation for Learning #24-</u> Can you analyze how Choices made by individuals, businesses and governments have both present and future consequences?</p> <p><u>Expectation for Learning #26-</u> Can you analyze the impact government can have on markets by spending, regulating, taxing and creating trade barriers?</p>		

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Unit E Westward Expansion	Learning Statements with Elaborations	Recommended Resources
<p><i>How did American expansion lead to growth and conflict? Was it worth it?</i></p>	<p><u>Content Learning Statement 8.10-</u> The United States added to its territory through treaties and purchases.</p> <p><u>Content Learning Statement 8.11-</u> Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p><u>Content Learning Statement 8.16-</u> The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p><u>Content Learning Statement 8.17-</u>The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p><u>Content Learning Statement 8.25-</u> The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p> <p><u>State Elaboration for Teacher Reference</u> <i>Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. Resources, such as gold and fur, were discovered in the acquired territories. As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including slavery and tariffs. Westward expansion escalated the debate over the key sectional issue of whether slavery should be extended into the new territories. Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War. Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including</i></p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism</i> Chapters: 14, 15 & 19</p> <p><i>An Indigenous Peoples' History of the United States for Young People</i></p> <p><i>A People's History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p> <p><i>Rickey Millwood (Grades 8–12)</i></p> <p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p> <p>https://www.facinghistory.org/</p>

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	<p><i>the Indian Removal Act and the Trail of Tears. In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.</i></p> <p>Repeated standards:</p> <p><u>Content Statement 8.1:</u> <i>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</i></p> <p><u>Content Statement 8.15</u> <i>Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</i></p>	<p>https://teachingamericanhistory.org/</p> <p>https://newslit.org/</p> <p>https://sheg.stanford.edu/</p> <p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p>
<p>Expectations for learning in the unit:</p> <p><u>Expectation for Learning #10</u> Describe how the United States added to its territory through treaties and purchases.</p> <p><u>Expectation for Learning #11</u> Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p><u>Expectation for Learning # 16</u> Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences.</p> <p><u>Expectation for Learning # 17</u> Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.</p> <p><u>Expectation for Learning #17</u> Describe the contributions of the enslaved Africans to the cultural and economic development in the different regions of the US</p> <p><u>Expectation for Learning #25-</u> Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.</p>		

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Unit F A Nation Divided And Reconstruction	Learning Statements with Elaborations	Recommended Resources
<p style="text-align: center;"><i>How were the founding ideals and social norms of the time challenged by groups of people in America?</i></p> <p style="text-align: center;"><i>To what extent did Reconstruction bring African Americans closer to full citizenship?</i></p>	<p>Content Learning Statement 8.12- Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p><u>State Elaboration for Teacher Reference</u> <i>The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99. As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including: • tariff policy; • the national bank; • internal improvements; • sale of public lands; and • slavery. In several key instances, the sectional issues involved arguments over states' rights: • Tariff of Abominations; and • Nullification Crisis of 1832-33. One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s: • Missouri Compromise: • Wilmot Proviso; • Compromise of 1850; and • Kansas-Nebraska Act. The debate over this issue culminated with the South's exercise of the ultimate states' right – secession. The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to allow slavery.</i></p> <p>Content Learning Statement 8.13- Key events and significant figures in American history influenced the course and outcome of the Civil War.</p> <p><u>State Elaboration for Teacher Reference</u> <i>The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy. Key events and battles include: • Fort Sumter; • Battle of Antietam; • Battle of Gettysburg; • Battle of Vicksburg; • Sherman's March to the Sea; • Emancipation Proclamation; • Lee's surrender at Appomattox Courthouse; and • assassination of Abraham Lincoln. The course of the war was shaped by the efforts of the military and civilians, including women, free and enslaved Africans.</i></p> <p>Content Learning Statement 8.14- The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p> <p><u>State Elaboration for Teacher Reference</u></p>	<p>Text:</p> <p><i>History Alive - The United States Through Industrialism</i> Chapters: 18, 19, 20, 21, 22 & 23</p> <p><i>An Indigenous Peoples' History of the United States for Young People</i></p> <p><i>A People's History for the Classroom</i> - Bill Bigelow</p> <p>Experience U.S. History! Activities to Engage ALL Students</p> <p><i>Rickey Millwood (Grades 8–12)</i></p> <p>Websites:</p> <p>https://www.zinnedproject.org/teaching-materials/explore-by-time-period</p> <p>https://www.learningforjustice.org/</p>

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	<p><i>The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated enslaved Americans, and began the period of Reconstruction for the South. During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights. Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes forming organizations such as the Ku Klux Klan. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.</i></p> <p><u>Content Learning Statement 8.18-</u> Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p><u>State Elaboration for Teacher Reference</u> <i>Cultural biases, stereotypes, and prejudice against groups such as Americans Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.</i></p> <p>Repeated standards:</p> <p><u>Content Statement 8.1:</u> <i>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</i></p> <p><u>Content Statement 8.15</u> <i>Modern and historical maps and other geographical tools are used to analyze how historic events are shaped by geography.</i></p>	<p>https://www.facinghistory.org/</p> <p>https://teachingamericanhistory.org/</p> <p>https://newslit.org/</p> <p>https://sheg.stanford.edu/</p> <p>https://www.icivics.org/</p> <p>https://wosu.pbslearningmedia.org/subjects/social-studies/us-history/the-colonial-era-1585-1763/</p> <p>https://www.blackpast.org/</p>
<p>Expectations for learning in the unit:</p> <p><u>Expectation for Learning #12-</u> Can you compare the positions of the sections of the United States on issues from the 1820s through the 1850s. Can you summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.</p> <p><u>Expectation for Learning #13-</u> Can you describe how key battles and individual contributions helped lead to the defeat of the secessionist states?</p> <p><u>Expectation for Learning #14-</u> Can you describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences?</p> <p><u>Expectation for Learning #18-</u> Can you explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole?</p>		