

## **Major Instructional Goals EIGHTH GRADE SOCIAL STUDIES**

### **Course Description**

This course is a study of American History from Colonization through the Civil War, which will integrate citizenship, multicultural, current events, history, geography, economics, and governmental objectives using primary and secondary sources. Students will be provided with the background knowledge, concepts, values, and skills to become effective citizens.

### **Rationale**

The purpose of United States History is to provide students with an overview of major events, personalities and documents that have helped shape the nation. This course will provide students with a national, global, and multicultural perspective. Students will be provided the opportunity to develop analytical and critical thinking skills.

### **Major Instructional Goals and Objectives**

**Goal 1. The student will demonstrate knowledge of the principles expressed in documents shaping constitutional democracy in the United States**

#### **Objectives:**

- a. Analyze important principles in the Declaration of Independence, including inalienable rights, and government by consent of the governed
- b. Analyze important principles in the Constitution including:
  1. limited government
  2. rule of law
  3. majority rule and minority rights
  4. separation of powers
  5. checks and balances
  6. amendment process
  7. Federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved)
  8. popular sovereignty
  9. due process of law (see Amendments V & XIV)
  10. voting by citizens, especially as later amendments were passed

- c. Apply important principles of the Bill of Rights, such as:
  - 1. basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)
  - 2. protections against the government (fair trials, rights of accused, due process of law, etc.)
- d. Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Right

**Goal 2. The student will demonstrate knowledge of principles and processes of governance systems**

**Objectives:**

- a. Apply **rights** and **responsibilities** of individuals to events in United States history and everyday life
- b. Explain how laws are made, interpreted, and enforced
- c. Explain how leaders are selected
- d. Explain how power is distributed among individuals and branches of government
- e. Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)
- f. Give examples of how local, state, and national governments impact people's lives
- g. Explain the court systems (criminal and civil courts)

**Goal 3. The student will demonstrate knowledge of continuity and change in the history of Missouri, the United States and the world**

**Objectives:**

- a. Evaluate the importance of the early settlement of America
- b. Evaluate the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
- c. Justify the drafting of the Constitution, and examine its effects on the formation of a new nation
- d. Assess the significance of Westward Expansion including:
  - 1. Louisiana Purchase

2. Lewis and Clark Expedition
  3. Missouri Compromise
  4. Texas and the Mexican War
  5. Oregon Territory
  6. California Gold Rush
- e. Analyze cultural interactions among these groups:
1. Native Americans
  2. Immigrants from Europe
  3. Africans brought to America
- f. Summarize reform movements such as:
1. abolitionism
  2. women's movement
  3. Jacksonian Democracy
- g. Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
- h. Analyze Missouri History as it relates to major developments of United States history including:
1. exploration and settlement
  2. conflict and war (Missouri compromise, Civil War)

**Goal 4. The student will demonstrate knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)**

**Objectives:**

- a. Apply the following economic concepts:
  1. **business cycle** (expansion, recession, depression)
  2. unemployment
  3. **market economy**
- b. Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
- c. Interpret the past, explain the present, and predict future consequences of economic decisions
  1. Analyze the impact of past economic decisions
  2. Evaluate current economic decisions
  3. Estimate future economic decisions
- d. Describe how decisions and actions of governments, businesses, groups, and individuals affect one another in a **market economy**

- e. Identify different forms of **taxes**, such as tariffs, sales taxes and income taxes, and their purposes

**Goal 5. The student will demonstrate knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment**

**Objectives:**

- a. Use and evaluate geographic research sources to process and report information to solve problems and make predictions
- b. Construct maps
- c. Locate states of the United States
- d. Locate cities and topographic features of the United States
- e. Locate and describe geographic **places**, using **absolute** and **relative location**
- f. Analyze **physical characteristics**, such as climate, topography, relationship to water and ecosystems
- g. Analyze **human characteristics**, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system
- h. Explain how changes in transportation, communication, and other technologies affect the movement of people, products, and ideas
- i. Explain how regions of the United States relate to one another and change over time

**Goal 6. The student will demonstrate knowledge of relationships of the individual and groups to institutions and cultural traditions**

**Objectives:**

- a. Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group (Examples: Loyalists, Patriots, abolitionists, suffrage movement, etc.)
- b. Describe how laws and events affect members of groups and relationships among groups
- c. Assess how personal and group experiences influence people's perceptions and judgments of events

- d. Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)

**Goal 7. The student will demonstrate knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)**

**Objectives:**

- a. Select, investigate, and construct a final product using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters.
- b. Use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions and make predictions
- c. Create maps, graphs, timelines, charts, and diagrams to communicate information
- d. Use technological tools for research and presentation
- e. Distinguish between fact and opinion and recognize bias and points of view
- f. Identify, research, and defend a point of view/position

**Goal 8. The student will be provided the opportunity to explore current events**

**Objectives:**

- a. Differentiate between local, state and national current events
- b. Relate to significant historical events
- c. Recognize how these events relate to their lives