

2011

# Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

## Grade 8 Standards

Catholic Schools Office  
1626 N. Union Street  
Wilmington, DE 19806  
[www.cdow.org](http://www.cdow.org)



## **What is Social Studies?**

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.\**

## **Why Is Social Studies important?**

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.\*

## **Social Studies in the Catholic School**

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

\*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

## ***Scope and Sequence***

- K – Self
- 1 – Family and School
- 2 – Neighborhoods
- 3 – Communities
- 4 – United States Regions (2 trimesters) and home State Studies (1 trimester)
- 5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)
- 6 – World Civilizations
- 7 – United States History (Setting the Stage for the American Revolution to Reconstruction)
- 8 – United States History (Settlement of West to Present Day)
- 9 – World History I\*
- 10 – World History II\*
- 11 – United States History (Emphasis on 20<sup>th</sup> Century to Present Day)\*
- 12 – Elective\*

-

\*Secondary courses may vary as to which year a particular course is required.

## **Grade 8 Standards – United States History (Settlement of West to the Present Day)**

### **History**

- H1** Identify and explain, through the use of both primary and secondary sources, the challenges of Westward Expansion and its relationship to Manifest Destiny.
  
- H2** Describe Native American life on the Plains and resistance efforts to a “white man’s” culture.
  
- H3** Describe the challenges and opportunities for women and minorities in American life.
  
- H4** Analyze the reasons for the growth of cities and urban life.
  
- H5** Explain how the Industrial Revolution transformed the nation.
  
- H6** Identify and explain the impact of technology and popular culture patterns on the growth of the United States.
  
- H7** Describe past and ongoing changes in immigration patterns.
  
- H8** Identify the causes and effects of the United States as a world power.
  
- H9** Identify and analyze the causes of the Stock Market Crash and the Great Depression.

- H10** Identify and analyze United States involvement in international conflicts during the twentieth century to present day.
- H11** Identify the origins of the Civil Rights movement, its major leaders, their methods, achievements, and the impacts of the movement.
- H12** Identify domestic and international events that led to the current war on terror.
- H13** Describe the role of the Catholic Church in events of each historical period.

## **Geography**

- G1** Interpret the five themes of geography (location, place, human-environment interaction, movement, region) in relation to United States history.
  
- G2** Analyze and interpret on a map the expansion of the United States.
  
- G3** Locate and describe urban expansion and the growth of cities as major population centers.
  
- G4** Identify and locate places of interest in relationship to the United States as a world power.
  
- G5** Identify locations of conflicts throughout the world involving the United States.

## **Civics**

- C1** Evaluate the relationship between Native Americans and settlers.
  
- C2** Analyze the development and role of government in United States history (i.e. Constitutional process, leadership, laws, and leaders)
  
- C3** Summarize the aspects of the Gilded Age.
  
- C4** Explain the process of assimilation and efforts on immigrants and other minority populations, including women.
  
- C5** Explain how racism caused discrimination and the spread of segregation; leading to the Civil Rights Movement. (state laws, federal laws and Supreme Court cases).
  
- C6** Identify the goals of the Progressive movement and its impact.
  
- C7** Explain the role of the United States as a world power (establishment of democratic principles).
  
- C8** Explain and evaluate the role of citizenship in everyday life.
  
- C9** Analyze group and institutional influences on people, events, and elements of culture, including current events.
  
- C10** Initiate, plan, and participate in service learning projects.

## **Economics**

- E1** Identify the factors that nurtured the Industrial Revolution.
  
- E2** Analyze the growth of industries and corporations (i.e. oil and steel) in the late nineteenth century.
  
- E3** Trace the beginnings and growth of the labor movement in the United States.
  
- E4** Identify and explain the economic effects of the Great Depression that are still significant today.
  
- E5** Identify social and economic changes that took place in American society post World War II.
  
- E6** Explain the relationship between worldwide natural resources and United States economic gains.
  
- E7** Analyze the role of the United States government in both national and world economies.

## **ACKNOWLEDGEMENTS**

---

*The Catholic Schools Office of the Diocese of Wilmington would like to acknowledge the effort and dedication of the following individuals who volunteered their time to update the Diocesan Social Studies Curriculum Guidelines.*

---

<b>SANDRA COUGHENOUR</b>	<i>ST. PETER THE APOSTLE</i>	<i>NEW CASTLE</i>
<b>EILEEN DACEY RODRIGUEZ</b>	<i>GOOD SHEPHERD</i>	<i>PERRYVILLE</i>
<b>SODDY LIMMINA</b>	<i>ST. MATTHEW</i>	<i>WILMINGTON</i>
<b>ALEX LEHR-MAUNDER</b>	<i>POPE JOHN PAUL II</i>	<i>WILMINGTON</i>
<b>KATHIE MIDDLETON</b>	<i>SS. PETER AND PAUL</i>	<i>EASTON</i>
<b>BERNADETTE O'BRIEN</b>	<i>ST. ANTHONY OF PADUA</i>	<i>WILMINGTON</i>
<b>SUSAN PHILLIPS</b>	<i>CHRIST THE TEACHER</i>	<i>GLASGOW</i>
<b>ROBERT POTTER</b>	<i>PADUA ACADEMY</i>	<i>WILMINGTON</i>
<b>SHELLEY SUCHYJ</b>	<i>ST. CATHERINE OF SIENA</i>	<i>WILMINGTON</i>
<b>KAREN WARNER</b>	<i>ALL SAINTS</i>	<i>WILMINGTON</i>