



## Social Studies - Grade 8

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). Through an inquiry process, students in this course will explore global perspectives and civil rights through various lenses. They will explore civil rights movements of the past and gain an understanding of how that history shapes the present. Students will also gain a better understanding of global cultures and geography through exploration of global issues, conflict resolution, urbanization, and migration.

### **Enduring Understandings:**

- Investigating questions in a deep and engaging manner through opportunities to work collaboratively as well as individually is necessary to find solutions to complex problems.
- Leaders need to have confidence in their own skills to make sense of an increasingly complex world.
- Examining cultures and comparing ways of life is crucial for behavioral scientists to understand groups of people in the past and present.
- Knowing how institutions are maintained or changed is required for citizens to infer how they influence individuals, cultures, and societies.
- Making complex economic choices is imperative as economists decide what goods and services to provide and how to allocate limited resources for distribution and consumption.
- Learning how to be better producers, consumers, and economic citizens is paramount in a global economy marked by rapid technological change.
- Studying the earth and the interactions of people within places where they live, work, and play is mandatory for geographers to gain perspective of the world.
- Addressing the various cultural, economic, social, and civic implications is required for geographers to explain life in earth's many environments.
- Understanding their historical roots and others, historians can infer how past events have shaped their world.
- Reconstructing and interpreting historical events provides historians a perspective in addressing the past, present, and future.
- Developing a civic responsibility, young citizens will expand knowledge about the structures of power, authority, and governance in a contemporary society.
- Understanding how local, state, tribal, and national governments function and interact helps develop effective citizens to solve problems.
- Reading in the content areas requires interaction and interpretation of various discipline-specific texts in order to integrate and evaluate content, build knowledge, make meaning, construct evidence-based arguments, and select reliable and relevant resources for research.
- Writing in the content areas requires clear and coherent written products which are planned and developed with supporting evidence to demonstrate focused understanding of composition, written expression, and usage/mechanics in order to communicate a discipline-specific purpose to an appropriate audience.



## INQUIRY PRACTICES AND PROCESSES

- I can explore evidence from multiple reliable sources representing a range of perspectives through research to guide the inquiry. (SS.Inq2.a.m)
- I can determine the credibility and applicability of a source by considering a variety of factors. (SS.Inq2.b.m)
- I can develop a debatable and defensible claim based upon the analysis of sources. (SS.Inq3.a.m)
- I can support claims with evidence from multiple reliable sources using a range of mediums. (SS.Inq3.b.m)
- I can analyze and evaluate the logic, relevance, and accuracy of others' claims. (SS.Inq4.b.m)
- I can take into consideration potential bias when analyzing and evaluating others' claims. (SS.Inq4.b.m)
- I can explore opportunities for personal engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.m)
- I can explore opportunities for personal or civic collaborative engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.m)

## BEHAVIORAL SCIENCES

- I can analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's interactions with others. (SS.BH1.b.m)
- I can categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world. (SS.BH2.a.m)
- I can model how individuals learn of other cultures through communication, travel, and study. (SS.BH2.b.m)
- I can analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions. (SS.BH3.a.m)
- I can differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. (SS.BH4.a.m)

## ECONOMICS

- I can assess how limited resources impact the choices of individuals, households, communities, businesses, and countries. (SS.Econ1.a.m)
- I can evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. (SS.Econ2.b.m)
- I can analyze the impact of different government policies on the economy. (SS.Econ4.c.m)
- I can analyze the potential unintended costs and benefits for a local or state law or policy. (SS.Econ4.d.m)



## GEOGRAPHY

- I can analyze how various map projections distort shape, area, distance and direction. (SS.Geog1.a.m)
- I can interpret patterns in a variety of maps, charts, and graphs. (SS.Geog1.b.m)
- I can construct a mental map of regions. (SS.Geog1.c.m)
- I can locate the major regions of the world and their physical and cultural features. (SS.Geog1.c.m)
- I can compare mental maps shaped by individual perceptions of people, places, regions, and environments. (SS.Geog1.c.m)
- I can analyze why populations increase or decrease in various regions throughout the world. (SS.Geog2.a.m)
- I can analyze patterns of migration of various types in the community, state, country, and world. (SS.Geog2.b.m)
- I can use regions in the world to analyze the role of population shifts in why places change over time. (SS.Geog2.c.m)
- I can evaluate the impact of migration on the place of origin and the place of settlement. (SS.Geog2.c.m)
- I can analyze patterns of urbanization around the world. (SS.Geog2.d.m)
- I can analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past. (SS.Geog3.a.m)
- I can analyze spatial patterns of social development in a variety of regions in the world. (SS.Geog3.b.m)
- I can analyze spatial patterns of economic development in a variety of regions in the world. (SS.Geog3.b.m)
- I can investigate how place-based identity can sometimes result in stereotypes of people from a specific place. (SS.Geog4.a.m)
- I can analyze how unequal distribution of resources creates inequities between regions and conflict between competing nations. (SS.Geog5.b.m)

## HISTORY

- I can use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. (SS.Hist1.a.m)
- I can use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. (SS.Hist1.b.m)
- I can explain patterns of continuity and change over time in the community, the state, the United States, and the world. (SS.Hist2.a.m)
- I can compare events from United States or world history to a current issue or event. (SS.Hist3.a.m)
- I can apply historical perspectives to describe differing viewpoints of current events. (SS.Hist3.b.m)
- I can hypothesize the direction of current events and outcomes based on the past. (SS.Hist3.c.m)
- I can explain how the POV of the author can influence the meaning of a primary or secondary source. (SS.Hist4.d.m)



## POLITICAL SCIENCE

- I can describe the evolution of rights over time. (SS.PS2.a.m)
- I can predict how collective action movements work and extend equal rights to groups and individuals. (SS.PS2.a.m)
- I can synthesize cultural structures, types of government, and economic systems. (SS.PS2.b.m)
- I can compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. (SS.PS2.c.m)
- I can investigate how groups have advocated for access to greater rights. (SS.PS2.c.m)
- I can assemble an argument utilizing multiple sources of information. (SS.PS4.a.m)
- I can provide examples of diplomacy, pluralism, and consensus building. (SS.PS4.b.m)