

# 8<sup>th</sup> Grade Social Studies

## Key Instructional Activities

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



*Along with content knowledge, students will be introduced to the following skills through a broad range of topics:*

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- compare maps of the same place at different points in time and from different perspectives to determine

changes, identify trends, and  
generalize about human activities  
*(More information on the skills matrices can be  
found as an appendix to the GSE at  
[Georgiastandards.org](http://Georgiastandards.org))*

## **The C3 Social Studies Classroom**

*Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).*

## Inquiry Based Practices

### 1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

### 2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

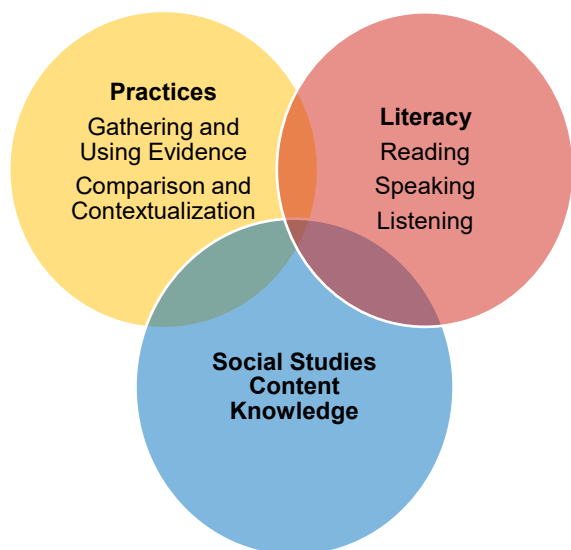
### 3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

### 4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

## Content and Skills Integration



| FROM A Social Studies Classroom Where...  | TO A Social Studies Classroom Where...  |
|---|---|
| Students experience an additional nonfiction reading class or textbook-focused instruction. | Students learn to read, discuss, and write like social scientists.                    |
| Students develop literacy skills and social studies practices separately.                   | Students develop disciplinary literacy skills and social science practices in tandem. |
| Students learn content knowledge.   | Students integrate and apply concepts, skills, and content knowledge.                 |

# 8<sup>th</sup> Grade Social Studies System Pacing Overview



## Unit 1 Expected Dates: Early August

### Connecting Themes and Enduring Understandings

This unit is designed to introduce students to the nine themes that will feature prominently in the Georgia Studies course. Activities will focus on: Conflict and Change, Distribution of Power, Governance, Individuals, Groups and Institutions, Location, Movement/Migration, Production, Distribution, Consumption, Rule of Law, Technological Innovation.

## Unit 2 Expected Dates: Late August

### Geography of Georgia and the American Indian

This unit will focus on the relationship between human activities and natural forces and physical features. It will show that the development that occurred among prehistoric cultures happened in direct relation to conflict and change in their environment whether by movement/migration or natural phenomena or within the society itself. Additionally, it will lean to an understanding of the importance of location and physical features to the development of an area and its culture.

## Unit 3 Expected Dates: Early September

### Exploration and Colonization

This unit will focus on the political, social, and economic factors that contributed to Georgia's colonization. Students will understand that production, distribution, and consumption of goods and services were an essential part of the economic motivation behind European movement and migration that led to colonial development. Students will learn that through conflict and change various groups and individuals had unintended results on the American Indian culture while at the same time building a new culture of their own. They will also come to know how location and economic ideas are related.

## Unit 4 Expected Dates: Early October

### Statehood

This unit will focus on the conflicts and changes along with compromises that led to our country's independence. These will include the economic and technological changes that occurred, and obligations of individual states to create representative governments. The students will see that as the complexity and interaction within our society changed, so, too, did its governance. The students should be able to understand the technological innovations that led to changes in our nation's production, distribution, and consumption of goods and services.

## Unit 5 The Civil War: Early November

### Latin America: Past Shapes the Present

This unit will focus on the actions of individuals, groups, and institutions of the North and South and how they affected society in the United States. Students will realize that conflict and change was a predominant theme and had a major impact on society during the Civil War era. Planters struggled to find ways to maintain an established lifestyle. Others of the south depended upon the success of the planter for their meager livelihood. For many, slavery became a moral struggle. Students will also acknowledge the economic changes in Antebellum Georgia, during the Civil War, and through Reconstruction in reference to production, distribution, consumption.

## Unit 6 Expected Dates: Late November

### New South

This unit will focus on the social, economic, and political changes that occurred in Georgia between the end of the American Civil War and the end of WWI. Students will analyze conflicts, regional, national, and international, that resulted from many of these changes. The students will understand that when there is a conflict between or within societies, change is the result. Students will understand that the actions of individuals, groups, or institutions affect society through intended and unintended consequences. They will, additionally, understand that production, distribution, and consumption of goods influences our society.

cont.

|   |
|---|
| <b>Unit 7 Expected Dates: December</b>  |
| <b>The 20<sup>th</sup> Century</b>  |
| This unit will focus on the economic, political, and natural factors that led to the Great Depression and WWII. Students will understand how Georgia's production, distribution and consumption changed after WWI. They will examine the cause and effect of the migration of workers from rural areas of Georgia to urban areas across the state. Students will analyze the economic situation in Georgia and the impact of some of the New Deal programs developed for economic relief. Students will examine how governance expanded during this time period and how that had an impact on society locally, nationally, and internationally. The unit will emphasize the individuals, groups, and/or social institutions from the United States as well as other countries whose actions caused conflict and change and had long-term effects not only on Georgia and all American citizens, but around the world. |
| <b>Unit 8 Expected Dates: Early January</b>   |
| <b>Post WWII Georgia</b>  |
| This unit will evaluate the impact of various individuals, groups, and institutions which significantly influenced social and economic growth in Georgia after World War II. Students will learn how the post-World War II movement/migration of people and ideas affected Georgia's citizens. Student will analyze the consequences of technological innovation not only on Georgia society, but also on the nation and world. Finally, students will also come to understand that location affects a society's economy and its place in world trade   |
| <b>Unit 9 Expected Dates: Late January</b>  |
| <b>Civil Rights</b>   |
| This unit will focus on how the ideas of significant individuals, groups, and institutions impacted not only Georgians, but all Americans. The student will learn that the struggle for Civil Rights in Georgia took place within a nationwide continuum of the Civil Rights movement and contradicted many of society's deep seeded beliefs. Where there is conflict there will always be change. As students evaluate these events and the people involved with them, students will acknowledge the dramatic changes these events have caused in America, Georgia, and even within students' own community.   |
| <b>Unit 10 Expected Dates: Early February</b>   |
| <b>Modern Georgia</b>   |
| The student will understand how various individuals and political changes have impacted life in Georgia since 1970. Students will discover ways that our economy is driven by production, distribution, and consumption of goods and services. Students will evaluate the relevance and impact of the migration/movement of non-English speaking people to our state.   |
| <b>Unit 11 Expected Dates: Early March</b>  |
| <b>State and Local Government</b>   |
| This unit will focus on state and local governance, and its interaction with its citizens. The student will understand that rule of law gives constitutional governments a structure which outlines the rights and responsibilities/limitations of the government to its citizens and citizens to the government. They will analyze the distribution of powers within our government and understand that local governments exist within the framework of our state and federal government.  |
| <b>Unit 12 Expected Dates: Mid March</b>  |
| <b>Adult and Juvenile Justice System</b>  |
| This unit will examine Georgia's justice system. Students will analyze and compare Georgia's juvenile and adult processes and how these exemplify the concept of rule of law. Additionally, students will look at ways to solve conflicts without becoming part of the justice system.  |
| <b>Unit 13 Expected Dates: Late March</b>   |
| <b>Personal Finance</b>   |
| This unit will focus on fiscal responsibility among individuals. Students will learn the value of budgeting, investing, spending and making sound decisions regarding income, spending, and saving. They will study the productions, distributions, and consumption of Georgia products and how these may affect decisions made by investors  |
| <b>GMAS Review Expected Dates: April</b>  |
| <b>Inquiry Projects Expected Dates: May</b>   |

# HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

| Dimension of Learning                                       | Questions You Might Ask   |
|---|---|
| <b>Developing Questions and Planning Inquiries</b>          | <ul style="list-style-type: none"> <li>• What are you learning in social studies?</li> <li>• What do you wonder about that?</li> <li>• What is your point of view about that topic?</li> <li>• What might someone else's point of view be about the topic?</li> </ul>   |
| <b>Applying Disciplinary Concepts and Tools</b>             | <ul style="list-style-type: none"> <li>• How would a historian ask questions about this topic?</li> <li>• How would a political scientist ask questions about this topic?</li> <li>• How would a geographer ask questions about this topic?</li> <li>• How would an economist ask questions about this topic?</li> <li>• Why would professionals of different disciplines ask different questions?</li> </ul> |
| <b>Evaluating Sources and Using Evidence</b>                | <ul style="list-style-type: none"> <li>• What online sources would you use to find out more information about that topic? What print sources might you use?</li> <li>• How do you know if a source is reliable?</li> <li>• How do you determine if a source is relevant to your topic?</li> </ul>   |
| <b>Communicating Conclusions and Taking Informed Action</b> | <ul style="list-style-type: none"> <li>• Has your thinking changed after learning about this topic?</li> <li>• Have you thought about what you can do to address issues in today's society related to this topic?</li> </ul>  |

## Resources that may help your student in 8<sup>th</sup> Grade Social Studies.

Online Clairmont Textbook: *Georgia Studies for Georgia Students*

<http://www.authpro.com/auth/clairmontprsMSHGA17> Login: Houston-ga8 Password: gacoastalplain18

Georgia Studies Digital Textbook: <https://www.gpb.org/education/georgia-studies/digital-textbook>

Georgia Virtual Field Trips: <https://www.gpb.org/education/georgia-studies/virtual-field-trips>

Georgia Race Through Time: <https://www.gpb.org/education/georgia-race-through-time>

Georgia Stories: <https://www.gpb.org/georgiastories>

Lights, Camera, Budget! <https://www.gpb.org/education/lights-camera-budget>

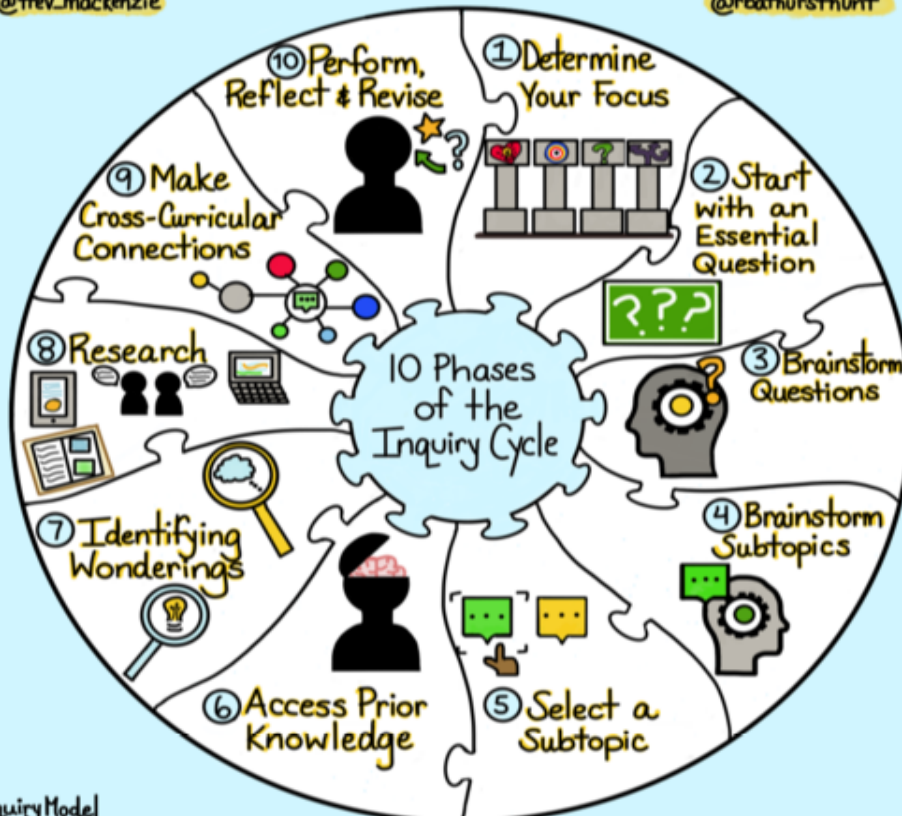
GCEE Economics App: Search App Store for GCEE 8<sup>th</sup> Grade Test Prep



# The Inquiry Cycle

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@rbathursthurl



Inspired by: Alberta Inquiry Model

#InquiryMindset

## 10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
  - 2 Empower student voice & honour student choice
  - 3 Increase motivation and engagement
  - 4 Foster curiosity and a love for learning
  - 5 Teach grit, perseverance, growth mindset & self-regulation
  - 6 Make research meaningful & develop strong research skills
  - 7 Deepen understanding to go beyond memorizing facts and content
  - 8 Fortify the importance of asking good questions
  - 9 Enable students to take ownership over their own learning and to reach their goals
  - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour  
Passion Projects  
20% Time