

# Oakwood City School District: Grade Eight Social Studies

## Grade Eight Social Studies

### Grade Eight Course Description

This course will provide students with a comprehensive study of America's history from colonization through reconstruction. It will review the political, social, cultural, geographic, and economic growth of our nation. An emphasis will be placed on responsible citizenship, and on the formation of the U.S. Constitution and how its fundamental principles were challenged during its first one hundred years. The students will be engaged in various activities and research projects. The students will be expected to relate past events and political decisions to current national affairs.

### Social Studies Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as "co-partner and guide". As teachers create inquiry curricula around students' interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student's experience of the inquiry process is a personal one.

### Reading Standards for Literacy in History / Social Studies (6-8)

- I. Key Ideas and Details
  - A. Cite specific textual evidence to support analysis of primary and secondary sources.
  - B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

# Oakwood City School District: Grade Eight Social Studies

## II. Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- B. Describe how a text presents information (e.g., sequentially, comparatively, casually).
- C. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

## III. Integration of Knowledge and Ideas

- A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- B. Distinguish among fact, opinion, and reasoned judgment in a text.
- C. Analyze the relationship between a primary and secondary source on the same topic.

## IV. Range of Reading and Level of Text Complexity

- A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### **Writing Standards for Literacy in History / Social Studies (6-8)**

#### Text Type and Purposes

Write arguments focused on discipline-specific content

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

Establish and maintain a formal style

Provide a concluding statement or section that follows from and

# Oakwood City School District: Grade Eight Social Studies

supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

Use precise language and domain-specific vocabulary to inform about or explain the topic

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

# Oakwood City School District: Grade Eight Social Studies

## Research to Build and Present Knowledge

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

## Range of Writing

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Oakwood City School District: Grade Eight Social Studies

## Content Standards

### I. U.S. Studies from 1492 to 1877: Exploration through Reconstruction

#### A. History

1. *Historical Thinking and Skills*: Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

a) Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

2. Colonization to Independence: European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

a) North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

b) Competition for control of territory and resources in North America led to conflicts among colonizing powers.

c) The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

d) The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

# Oakwood City School District:

## Grade Eight Social Studies

3. A New Nation: The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.

a) The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

b) Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

c) Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

4. *Expansion*: The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.

a) The United States added to its territory through treaties and purchases.

b) Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

5. *Civil War and Reconstruction*: Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.

a) 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.

b) The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

# Oakwood City School District: Grade Eight Social Studies

## B. Geography

1. *Spatial Thinking and Skills*: Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

a) Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

2. *Human Systems*: Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.

a) The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

b) 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.

c) Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

d) Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

# Oakwood City School District: Grade Eight Social Studies

## C. Government

1. *Civic Participation and Skills:* Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

- a) Participation in social and civic groups can lead to the attainment of individual and public goals.
- b) Informed citizens understand how media and communication technology influence public opinion.

2. *Roles and Systems of Government:* The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

- a) The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.
- b) The U.S. Constitution protects citizens' rights by limiting the powers of government.

## D. Economics

1. *Economic Decision Making and Skills:* Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

- a) Choices made by individuals, businesses and governments have both present and future consequences.



# Oakwood City School District: Grade Eight Social Studies

2. *Production and Consumption:* Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

a) 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.

3. *Markets:* Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

a) Governments can impact markets by means of spending, regulations, taxes and trade barriers.

4. *Financial Literacy:* Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

a) The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.