



Eighth Grade Social Studies Scope and Sequence

Theme	U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.			
Spiraled Standards	<ul style="list-style-type: none"> • ELA: RI.4, RI.5, RI.6, W.4, W.5, W.6 (Quarters 1, 2, and 4) 			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Early European Exploration and Colonization	Independence, American Revolution, and U.S. Constitution	Expansion	Civil War and Reconstruction
Content Statements	STRAND: HISTORY Topic: Historical Thinking and Skills HIS 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <input type="checkbox"/> Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. History and to present and defend a position. Topic: Colonization to Independence HIS 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. <input type="checkbox"/> Expectations for Learning: Explain the economic and religious reasons for the exploration and colonization of North America by Europeans. HIS 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers. <input type="checkbox"/> Expectations for Learning: Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers. HIS 4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies. <input type="checkbox"/> Expectations for Learning: Explain how the practice of race-based slavery led to the forced migration of Africans to the American	STRAND: HISTORY Topic: Historical Thinking and Skills HIS 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <input type="checkbox"/> Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. History and to present and defend a position. Topic: Colonization to Independence HIS 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. <input type="checkbox"/> Expectations for Learning: Explain the economic and religious reasons for the exploration and colonization of North America by Europeans. HIS 5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution. <input type="checkbox"/> Expectations for Learning: Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching the American Revolution. Topic: A New Nation HIS 6. Key events and significant figures in American history influenced the course and outcome of the American Revolution. <input type="checkbox"/> Expectations for Learning: Analyze the new political, social and economic	STRAND: HISTORY Topic: Historical Thinking and Skills HIS 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <input type="checkbox"/> Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. History and to present and defend a position. Topic: Expansion HIS 10. The United States added to its territory through treaties and purchases. <input type="checkbox"/> Expectations for Learning: Describe how the United States added to its territory through treaties and purchases. HIS 11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico, and the displacement of American Indians. <input type="checkbox"/> Expectations for Learning: Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico, and the displacement of American Indians. Topic: Civil War and Reconstruction HIS 12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues including	STRAND: HISTORY Topic: Historical Thinking and Skills HIS 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <input type="checkbox"/> Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. History and to present and defend a position. Topic: Civil War and Reconstruction HIS 12. 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. <input type="checkbox"/> Expectations for Learning: Distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. Illustrate how disputes over the nature of federalism and into sectional issues and helped lead to the American Civil War HIS 13. Key events and significant figures in American history influenced the course and outcome of the Civil War. <input type="checkbox"/> Expectations for Learning: Explain how key events and significant figures in American history influenced the course and outcome of the Civil War.

WHCSD Scope and Sequence

Eighth Grade

Social Studies

2021-2022

<p>colonies. Describe the contributions of enslaved and free Africans to the cultural and economical development of the American colonies.</p> <p>STRAND: GEOGRAPHY Topic: Spatial Thinking and Skills GEO 15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography. <input type="checkbox"/> Expectations for Learning: Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools. Topic: Human Systems GEO 16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. <input type="checkbox"/> Expectations for Learning: Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences GEO 17. 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. <input type="checkbox"/> Expectations for Learning: Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States. GEO 18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole. <input type="checkbox"/> Expectations for Learning: Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>STRAND: GOVERNMENT Topic: Civic Participation and Skills</p>	<p>relationships for the American people that resulted from the American Revolution. Topic: A New Nation HIS 7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people. <input type="checkbox"/> Expectations for Learning: Explain how new political, social and economic relationships for the American people changed after the American Revolution. HIS 8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution. <input type="checkbox"/> Expectations for Learning: Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution HIS 9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion. <input type="checkbox"/> Expectations for Learning: Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power & repelled a foreign invasion.</p> <p>STRAND: GEOGRAPHY Topic: Spatial Thinking and Skills GEO 15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography. <input type="checkbox"/> Expectations for Learning Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools. Topic: Human Systems GEO 19. Americans begin to develop a unique national identity among diverse regional and cultural populations based on democratic ideals. <input type="checkbox"/> Expectations for Learning: Identify the developments that helped bring about a common national identity for the Americans and describe the democratic ideals around which that identity is based.</p> <p>STRAND: GOVERNMENT Topic: Civic Participation and Skills</p>	<p>slavery, which led to the American Civil War. <input type="checkbox"/> Expectations for Learning: Distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. Illustrate how disputes over the nature of federalism and into sectional issues and helped lead to the American Civil War</p> <p>STRAND: GEOGRAPHY Topic: Spatial Thinking and Skills GEO 15. 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The Reconstruction Period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences. <input type="checkbox"/> Expectations for Learning: Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.</p> <p>STRAND: GEOGRAPHY Topic: Spatial Thinking and Skills GEO 15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography. <input type="checkbox"/> Expectations for Learning Analyze the ways in which historical events are shaped by geography using modern and other geographic tools. Topic: Human Systems GEO 16. 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	<p>GOV 20. Active participation in social and civic groups can lead to the attainment of individual and public goals. <input type="checkbox"/> Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>RI.1, RI.3, W.2</p>	<p>GOV 20. Active participation in social and civic groups can lead to the attainment of individual and public goals. <input type="checkbox"/> Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals</p> <p>GOV 21. Informed citizens understand how media and communication technology influence public opinion. <input type="checkbox"/> Expectations for Learning: Explain how media and communication technology influence public opinion.</p> <p>Topic: Roles and Systems of Government</p> <p>GOV 22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances. <input type="checkbox"/> Expectations for Learning: Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.</p> <p>GOV 23. The U.S. Constitution protects citizens' rights by limiting the powers of government. <input type="checkbox"/> Expectations for Learning: Cite & evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.</p> <p>RI.7, RI.8, RI.9 W.7, W.8, W.9</p>	<p>economic consequences for minority groups and the population as a whole</p> <p>GEO 19. Americans begin to develop a unique national identity among diverse regional and cultural populations based on democratic ideals. <input type="checkbox"/> Expectations for Learning: Identify the developments that helped bring about a common national identity for the Americans and describe the democratic ideals around which that identity is based.</p> <p>STRAND: GOVERNMENT Topic: Civic Participation and Skills</p> <p>GOV 20. Active participation in social and civic groups can lead to the attainment of individual and public goals. <input type="checkbox"/> Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>RI.7, RI.8, RI.9 W.7, W.8, W.9</p>	<p>economic consequences for minority groups and the population as a whole. <input type="checkbox"/> Expectations for Learning: Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole</p> <p>STRAND: GOVERNMENT Topic: Civic Participation and Skills</p> <p>GOV 20. Active participation in social and civic groups can lead to the attainment of individual and public goals. <input type="checkbox"/> Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>GOV 21. Informed citizens understand how media and communication technology influence public opinion. <input type="checkbox"/> Expectations for Learning: Explain how media and communication technology influence public opinion.</p> <p>STRAND: ECONOMICS Topic: Economic Decision Making and Skills</p> <p>ECO 24. Choices made by individuals, businesses and governments have both present and future consequences. <input type="checkbox"/> Expectations for Learning: Analyze how choices made by individuals, businesses and governments have both present and future consequences.</p> <p>Topic: Production and Consumption</p> <p>ECO 25. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of the interchangeable parts and the shift from craftwork to factory work. <input type="checkbox"/> Expectations for Learning: Analyze the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.</p> <p>Topic: Markets</p> <p>ECO 26. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>
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WHCSD Scope and Sequence

Eighth Grade

Social Studies

2021-2022

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<p>Resources</p>	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The United States Through Industrialism Unit 1: Lessons 1-4 • http://www.databases.abc-clio.com ("Mercantilism, 1754-a776 (overview) American History, ABC-CLIO, 2014.") • History: http://www.darke.k12.oh.us/curriculum/SocialStudies/EarlyEncounters.pdf • Geography: http://education.nationalgeographic.com/archive/xpeditions/lessons/15/g912/greatplains.html?ar_a=1 • Government: https://www.facinghistory.org/for-educators/educator-resources/lessons-and-units/taking-stand-models-civic-participation • Economics: http://www.econedlink.org/lessons/index.php?lid=263&type=educator • Economics: http://www.econedlink.org/lessons/index.php?lid=552&type=educator 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The United States Through Industrialism Unit 2: Lessons 5-7 Unit 3: Lessons 8-10 • http://databases.abc-clio.com ("Ongoing Colonial Resistance (Overview)" & "Declaring Independence (Overview)." American History. ABC-CLIO, 2014.) • History: http://www.discoveryeducation.com/teachers/free-lesson-plans/the-american-revolution-causes.cfm • History: http://teachingamericanhistory.org/zvesper/chapter1/ • Government: http://72.32.58.69/lesson_plans/ExpressYourOpinion.php • Government: http://westernreservepublicmedia.org/constitution/represen.htm, • Economics: http://ushistorysite.com/industrialization.php • Economics: http://www.thirteen.org/edonline/lessons/, • http://www.econedlink.org/lessons/index.php?lid=515&type=educator 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The United States Through Industrialism Unit 4: Lessons 11-14 Unit 5: Lessons 15-17 • http://www.databases/abc-clio.com ("Louisiana Purchase (Overview)", "Manifest Destiny, 1790-1850 (Overview)", "Settlement of the West (Overview)" & "War with Mexico (Overview)." American History. ABC-CLIO, 2014.) • History: http://www.smithsonianeducation.org/educators/lesson_plans/borders/intro.html, • http://teachingamericanhistory.org/fe-d-antifed/ • Geography: http://education.nationalgeographic.com/archive/xpeditions/lessons/15/g912/greatplains.html?ar_a=1 • Government: https://www.facinghistory.org/for-educators/educator-resources/lessons-and-units/taking-stand-models-civic-participation • Economics: http://www.econedlink.org/lessons/index.php?lid=355&type=educator http://ecedweb.unomaha.edu/lessons/feoga.htm 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The United States Through Industrialism Unit 6: Lessons 18-20 Unit 7: Lessons 21-23 Unit 8: Lessons 24-25 • http://www.databases/abc-clio.com • History: http://ushistorysite.com/reconstruction.php; • Government: http://westernreservepublicmedia.org/constitution/represen.htm • Economics: http://ushistorysite.com/industrialization.php