SOCIAL STUDIES
U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION
GRADE 8

Curriculum Map and Standards
2019-2020

CURRICULUM RESOURCES

Aligned with Ohio’s Learning Standards for Social Studies (2018)

Office of Teaching and Learning – Curriculum Division
* Each unit is allocated an approximate number of weeks using a traditional period schedule. Teachers should adjust these timeframes as needed based on student mastery and formative assessment data.

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<th>Social Studies Thinking and Skills</th>
<th>Exploration and Colonization</th>
<th>Colonization to Independence</th>
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<td>2.1 Exploration and Settlement (Content Statements 2, 3, 17)</td>
<td>3.1 Colonial Discontent &amp; Causes of the American Revolution (Content Statements 5, 20, 21)</td>
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<td>1.2 Spatial Thinking and Skills (Content Statements 15)</td>
<td>2.2 Colonial Societies and Slavery (Content Statements 4, 15, 16)</td>
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Content Statements 1 and 15 are process (skill) standards that should be incorporated into each unit.

Grading Period 1 – 3 weeks

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Grading Period 2 – 3 weeks

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Grading Period 3 – 7 weeks

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Grading Period 3 – 7 weeks

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Grading Period 4 – 5 weeks

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Grading Period 4 – 5 weeks
THEME: U.S. STUDIES FROM 1492-1877: 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.

HISTORY STRAND

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement:
1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

TOPIC: COLONIZATION TO INDEPENDENCE

Content Statements:
2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.
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.
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.

TOPIC: A NEW NATION

Content Statements:
6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.
7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

TOPIC: EXPANSION

Content Statements:
10. The United States added to its territory through treaties and purchases.
11. 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

Content Statements:
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.

13. Key events and significant figures in American history influenced the course and outcome of the Civil War.

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

GEOGRAPHY STRAND

TOPIC: SPATIAL THINKING SKILLS

Content Statement:
15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

TOPIC: HUMAN SYSTEMS

Content Statements:
16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

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.

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

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

GOVERNMENT STRAND

TOPIC: CIVIC PARTICIPATION AND SKILLS

Content Statements:
20. Participation in social and civic groups can lead to the attainment of individual and public goals.

21. Informed citizens understand how media and communication technology influence public opinion.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT

Content Statements:
22. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

23. The U.S. Constitution protects citizens’ rights by limiting the powers of government.

ECONOMICS STRAND

TOPIC: ECONOMIC DECISION-MAKING AND SKILLS

Content Statement:
24. Choices made by individuals, businesses and governments have both present and future consequences.
TOPIC: PRODUCTION AND CONSUMPTION

Content Statement:
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 interchangeable parts and the shift from craftwork to factory work.

TOPIC: MARKETS

Content Statement:
26. Governments can impact markets by means of spending, regulations, taxes and trade barriers.

TOPIC: FINANCIAL LITERACY

Content Statements:

Investing

15. Using key investing principles one can achieve the goal of increasing net worth.
16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.
17. Government agencies are charged with regulating providers of financial services to help protect investors.

Credit and Debt

18. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay the lender at some later date.
19. Debt is an obligation owed by one party to a second party.
20. Effectively balancing credit and debt helps one achieve some short and long-term goals.
21. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
22. Many options exist for paying for post-secondary education opportunities.

Risk Management and Insurance

23. Safeguards exist that help protect one's identity, money, and property.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12

Grades 6–8 students:

KEY IDEAS AND DETAILS

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. 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.

3. 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).

CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. 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).

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. 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 6–12

GRADES 6–8 STUDENTS:

TEXT TYPES AND PURPOSES

1. Write arguments focused on discipline-specific content.
   a. 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.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. 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.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Not applicable as a separate requirement - Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

**PRODUCTION AND DISTRIBUTION OF WRITING**

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

5. 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.

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

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

7. 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.

8. 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.

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

**RANGE OF WRITING**

10. 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.