

Grade Eight

Tecumseh School District Social Studies Curriculum Map

Quarter 1

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>Historical Thinking and Skills</p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position</p>	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				
<p>Colonization to Independence</p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons</p>	Explain the economic and religious reasons for the exploration and colonization of North America by Europeans				
<p>Colonization to Independence</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers</p>	Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers				
<p>Colonization to Independence</p> <p>4. 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</p>	<p>Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.</p> <p>Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.</p>				
<p>Colonization to Independence</p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonist to write the Declaration of Independence and launch the American Revolution</p>	Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.				
<p>Spatial Thinking and Skills</p> <p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools				
<p>Human Systems</p> <p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences</p>	<p>Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.</p> <p>Explain how this sometimes resulted in unintended environmental consequences.</p>				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
Human Systems 15. 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.	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				
Human Systems 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole	Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole				
Civic Participation and Skills 19. Informed citizens understand how media and communication technology influence public opinion	Explain how media and communication technology influence public opinion				
Economic Decision Making and Skills 22. Choices made by individuals, businesses and governments have both present and future consequences.	Analyze how choices made by individuals, businesses and governments have both present and future consequences				
RH.6 – 8.1 Cite specific textual evidence to support analysis of primary and secondary sources					
RH.6 – 8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies					
RH.6 – 8.5 Describe how a text presents information (e.g., sequentially, comparatively, casually)					
RH.6 – 8.6 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)					
RH.6 – 8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts					
RH.6 – 8.8 Distinguish among fact, opinion, and reasoned judgment in a text					
RH.6 – 8.9 Analyze the relationship between a primary and secondary source on the same topic					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
RH.6 – 8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently					
WHST.6 – 8.8 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					
WHST.6 – 8.7 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					
WHST.6 – 8.5 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					
WHST.6 – 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6 – 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.					
WHST.6 – 8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. e. Establish and maintain a formal style and objective tone.					
WHST.6 – 8.10 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.					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
WHST.6 – 8.9 Draw evidence from informational texts to support analysis reflection, and research					
WHST.6 – 8.1 Write arguments focused on discipline-specific content					
WHST.6 – 8.1 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.					
WHST.6 – 8.1 Write arguments focused on discipline-specific content b. Support claim(s) with logical					
WHST.6 – 8.1 Write arguments focused on discipline-specific content c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence					
WHST.6 – 8.1 Write arguments focused on discipline-specific content d. Establish and maintain a formal style					
WHST.6 – 8.1 Write arguments focused on discipline-specific content e. Provide a concluding statement or section that follows from and supports the argument presented					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</p>					

Quarter 2

Standard	Learning Targets	Intro	Teach	Assess	Vocabulary
Historical Thinking and Skills 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position					
Colonization to Independence 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					
A New Nation 7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution	Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution				
Spatial Thinking and Skills 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography					
Human Systems 15. 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					
Human Systems 17. American began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals	Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based				
Civic Participation and Skills 19. Informed citizens understand how media and communication technology influence public opinion					
Roles and Systems of Government 21. The U.S. Constitution protects citizens' rights by limiting the powers of government	Cite and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government				
Colonization to Independence 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers					
A New Nation 6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people	Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution				

A New Nation 8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion	Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion				
Human Systems 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences					
16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as whole					
Civic Participation and Skills 18. Participation in social and civic groups can lead to the attainment of individual and public goals	Explain how participation in social and civic groups can lead to the attainment of individual and public goals				
Roles and Systems of Government 20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances	Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances				
Economic Decision Making and Skills 22. Choices made by individuals, businesses and governments have both present and future consequences					
Markets 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers	Explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers				
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources					
RH.6-8.2 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					
RH.6-8.3 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)					
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies					
RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, casually).					

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance or particular facts)					
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts					
RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text					
RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic					
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently					
<p>WHST.6-8.1 Write arguments focused on discipline-specific content</p> <p>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</p> <p>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</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>					

<p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes</p> <p>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</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>e. Establish and maintain a formal style and objective tone</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>					
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 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					
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently					
WHST.6-8.7 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					
WHST.6-8.8 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					
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research					
WHST.6-8.10 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.					

Quarter 3

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
Historical Thinking and Skills 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position					
Expansion 9. The United States added to its territory through treaties and purchases	Describe how the United States added to its territory through treaties and purchases				
Civil War and Reconstruction 11. 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.	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 fed into sectional issues and helped lead to the American Civil War.				
Human Systems 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.					
Human Systems 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole					
Roles and Systems of Government 21. The U.S. Constitution protects citizens' rights by limiting the powers of government					
Markets 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers					

A New Nation 8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion					
Expansion 10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians	Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians				
Spatial Thinking and Skills 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography					
Human Systems 15. 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					
Civil Participation and Skills 19. Informed citizens understand how media and communication technology influence public opinion					
Production and Consumption 23. 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.	Analyze how the Industrial Revolution in the late 18 th and early 19 th centuries changed the means of production				
WHST.6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 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					
WHST.6-8.7 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					

WHST.6-8.8 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 other while avoiding plagiarism and following a standard format for citation					
WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research					
WHST.6-8.10 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.					
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RH.6-8.3 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).					
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies					
RH.6-8.5 Describe how a text present information (e.g., sequentially, comparatively, casually).					
RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts					
RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text					
RH.6-8.9 analyze the relationship between a primary and secondary source on the same topic					
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently					

Quarter 4

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
Historical Thinking and Skills 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position					
Civil War and Reconstruction 11. 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.					
Civil War and Reconstruction 12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences	Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences				
Spatial Thinking and Skills 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography					
Human Systems 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.					
Human Systems 15. 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					
Human Systems 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole					
Human Systems 17. American began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
Civic participation and Skills 18. Participation in social and civic groups can lead to the attainment of individual and public goals					
Civic Participation and skills 19. Informed citizens understand how media and communication technology influence public opinion					
Production and consumption 23. 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					
Financial Literacy 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit	Demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings accounts, checking accounts) and credit				
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 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					
WHST.6-8.7 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					
WHST.6-8.8 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 conclusion of others while avoiding plagiarism and following a standard format for citation					
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WHST.6-8.10 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					
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources					
RH.6-8.3 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)					
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies					
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 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					
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WHST.6-8.8 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					
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WHST.6-8.10 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)					