

Eighth Grade

Medina County Schools'

Course of Study

For

Social Studies

June, 2009

STANDARD 1: HISTORY

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Interpret relationships between events shown on multiple-tier time lines.	SS.1.A.8.1 <i>Chronology</i>	1. Select events and construct a multiple-tier time line to show relationships among events.	Vocabulary
B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.	See Grade 7 Page 130	No indicators present for this benchmark.	
C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.	See Grade 7 Page 131	No indicators present for this benchmark.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
D. Describe the effects of interactions among civilizations during the 14 th through the 18 th centuries.	SS.1.D.8.2a <i>The First Global Age</i>	2. Describe the political, religious and economic aspects of North American colonization including: a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. Conflicts among colonial powers for control of North America.	Vocabulary
	SS.1.D.8.2b		Assessments
	SS.1.D.8.2c		Resources/Remediation/ Enrichment
	SS.1.D.8.2d		
	SS.1.D.8.2e		
	SS.1.D.8.2f		

STANDARD 1: HISTORY (Cont.)

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Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.	SS.1.E.8.3a <i>Revolution</i>	3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;	Vocabulary
	SS.1.E.8.3b	b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.	Assessments
	SS.1.E.8.4a	4. Explain the results of important developments of the American Revolution including: a. A declaration of American independence;	Resources/Remediation/ Enrichment
	SS.1.E.8.4b	b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;	
	SS.1.E.8.4c	c. Creation of state constitutions;	
SS.1.E.8.4d	d. Impacts on women, African-Americans and American Indians.		

STANDARD 1: HISTORY (Cont.)

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Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.	SS.1.F.8.5a <i>A New Nation</i>	5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including: a. Maintaining national security; b. Creating a stable economic system; c. Dealing with war debts; d. Collecting revenue; e. Defining the authority of the central government.	Vocabulary
	SS.1.F.8.5b		Assessments
	SS.1.F.8.5c		
	SS.1.F.8.5d	6. Explain the challenges in writing and ratifying the U.S. Constitution including: a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); b. The Federalist/Anti-Federalist debate; c. The debate over a Bill of Rights.	Resources/Remediation/ Enrichment
	SS.1.F.8.5e		
	SS.1.F.8.6a		
	SS.1.F.8.6b		
SS.1.F.8.6c			

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.	SS.1.F.8.7a	7. Describe the actions taken to build one country from 13 states including: a. The precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton’s actions to create a financially strong country, including the creation of a national bank; c. The establishment of an independent federal court system.	Vocabulary
	SS.1.F.8.7b		
	SS.1.F.8.7c		Assessments
G. Analyze the causes and consequences of the American Civil War.	SS.1.G.8.8a <i>Civil War and Reconstruction</i>	8. Describe and analyze the territorial expansion of the United States including: a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War.	Resources/Remediation/ Enrichment
	SS.1.G.8.8b		
	SS.1.G.8.8c		
	SS.1.G.8.8d		

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
G. Analyze the causes and consequences of the American Civil War.	SS.1.G.8.9a	9. Explain causes of the Civil War with emphasis on: a. Slavery; b. States' rights; c. The different economies of the North and South; d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.	Vocabulary
	SS.1.G.8.9b		Assessments
	SS.1.G.8.9c		Resources/Remediation/ Enrichment
	SS.1.G.8.9d		
	SS.1.G.8.9e		
	SS.1.G.8.9f		
	SS.1.G.8.9g		

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
G. Analyze the causes and consequences of the American Civil War.	SS.1.G.8.10a	10. Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg.	Vocabulary
	SS.1.G.8.10b		Assessments
	SS.1.G.8.10c		
	SS.1.G.8.11a	11. Analyze the consequences of Reconstruction with emphasis on: a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13 th , 14 th and 15 th Amendments to the U.S. Constitution; c. The Ku Klux Klan and the enactment of black codes.	Resources/Remediation/ Enrichment
SS.1.G.8.11b			
SS.1.G.8.11c			

STANDARD 2: PEOPLE IN SOCIETIES

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	See Grade 7 Page 134	No indicators present for this benchmark.	Vocabulary
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	SS.2.B.8.1 <i>Interaction</i>	1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.	Assessments
	SS.2.B.8.2a	2. Describe and explain the social, economic and political effects of: <ol style="list-style-type: none"> a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination. 	
	SS.2.B.8.2b		
	SS.2.B.8.2c		
	SS.2.B.8.3	3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.	Resources/Remediation/ Enrichment

STANDARD 2: PEOPLE IN SOCIETIES (Cont.)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	SS.2.B.8.4a	4. Analyze the economic, geographic, religious and political factors that contributed to: a. The enslavement of Africans in North America; b. Resistance to slavery.	Vocabulary
	SS.2.B.8.4b		Assessments
	SS.2.B.8.5	5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.	
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	SS.2.C.8.6 <i>Diffusion</i>	6. Explain how the diverse peoples of the United States developed a common national identity.	Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Identify on a map the location of major physical and human features of each continent.	See Grade 7 Page 135	No indicators present for this benchmark.	Vocabulary
B. Define and identify regions using human and physical characteristics.	SS.3.B.8.1 <i>Places and Regions</i>	1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	Assessments
C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	SS.3.C.8.2 <i>Human Environmental Interaction</i>	2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19 th centuries.	Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY (Cont.)

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	SS.3.D.8.3 <i>Movement</i>	3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.	SS.4.A.8.1 <i>Scarcity and Resource Allocation</i>	1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.	Vocabulary
B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	SS.4.B.8.2 <i>Markets</i>	2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 th and 18 th centuries.	Assessments
	SS.4.B.8.3	3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	
C. Identify connections between government policies and the economy.	SS.4.C.8.4 <i>Government and the Economy</i>	4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.	Resources/Remediation/ Enrichment
	SS.4.C.8.5	5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.	

STANDARD 5: GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	SS.5.A.8.1 <i>Role of Government</i>	1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	Vocabulary
	SS.5.A.8.2a	2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:	
	SS.5.A.8.2b	a. Payment of debt;	Assessments
	SS.5.A.8.2c	b. Establishment of a national bank;	
SS.5.A.8.2d	c. Strict or loose interpretation of the Constitution;		
		d. Support for England or France.	Resources/Remediation/ Enrichment

STANDARD 5: GOVERNMENT (Cont.)

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
<p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p>	<p>SS.5.B.8.3a <i>Rules and Laws</i></p>	<p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ul style="list-style-type: none"> a. Shays’s Rebellion; b. Economic instability; c. Government under the Articles of Confederation. 	<p>Vocabulary</p>
	<p>SS.5.B.8.3b SS.5.B.8.3c</p>	<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances. 	<p>Assessments</p>
	<p>SS.5.B.8.4a SS.5.B.8.4b SS.5.B.8.4c SS.5.B.8.4d SS.5.B.8.4e SS.5.B.8.5</p>	<p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.</p>	<p>Resources/Remediation/ Enrichment</p>

STANDARD 5: GOVERNMENT (Cont.)

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
<p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p>	SS.5.B.8.6a	<p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none"> a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws. 	Vocabulary
	SS.5.B.8.6b		Assessments
	SS.5.B.8.6c		
	SS.5.B.8.7		
<p>C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	SS.5.B.8.8	8. Describe the process by which a bill becomes a law.	Resources/Remediation/ Enrichment
	See Grade 7 Page 138	No indicators present for this benchmark.	

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Show the relationship between civic participation and attainment of civic and public goals.	SS.6.A.8.1a <i>Participation</i>	1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: a. The Sons of Liberty and Committees of Correspondence/American independence;	Vocabulary
	SS.6.A.8.1b	b. The Underground Railroad and the abolitionist movement/Abolition of slavery.	Assessments
	SS.6.A.8.2a	2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including: a. Nominating conventions;	Resources/Remediation/ Enrichment
	SS.6.A.8.2b	b. Expansion of the franchise;	
SS.6.A.8.2c	c. Active campaigning.		

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES (Cont.)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
B. Identify historical origins that influenced the rights U.S. citizens have today.	SS.6.B.8.3a <i>Rights and Responsibilities</i>	3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: <ul style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women’s rights. 4. Show connections between the rights and responsibilities of citizenship including: <ul style="list-style-type: none"> a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others. 	Vocabulary
	SS.6.B.8.3b		Assessments
	SS.6.B.8.3c		Resources/Remediation/ Enrichment
	SS.6.B.8.3d		
	SS.6.B.8.3e		
	SS.6.B.8.4a		
	SS.6.B.8.4b		
SS.6.B.8.4c			

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grade 8	Instructional Organization	Grade Level Indicators	Notes
A. Analyze different perspectives on a topic obtained from a variety of sources.	SS.7.A.8.1 <i>Obtaining Information</i>	1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	Vocabulary
B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	See Grade 7 Page 140	No indicators present for this benchmark.	
C. Present a position and support it with evidence and citation of sources.	SS.7.C.8.2 <i>Communicating Information</i>	2. Construct a historical narrative using primary and secondary sources.	Assessments
	SS.7.C.8.3	3. Write a position paper or give an oral presentation that includes citation of sources.	
D. Work effectively in a group.	SS.7.D.8.4 <i>Problem Solving</i>	4. Organize and lead a discussion.	Resources/Remediation/ Enrichment
	SS.7.D.8.5	5. Identify ways to manage conflict within a group.	

