

## GRADE 8 SOCIAL STUDIES FRAMEWORK

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### EXPECTATIONS

#### RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 8<sup>th</sup> Grade Research Papers must:

- Be 900 to 1,400 words long
- Have in-text citations
- Have 6 to 8 sources (correctly cited in MLA format with a complete bibliography)
- Be submitted through turnitin.com to check originality

Further information about research parameters is available on the school website at this link.

[https://www.caislisbon.org/uploaded/Curriculum\\_links/English\\_and\\_SS/Research\\_Essay\\_Parameters\\_Grades\\_1\\_through\\_10.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf)

## **IT EXPECTATIONS**

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/2019-2020/IT\\_Skills\\_Scope\\_and\\_Sequence\\_by\\_Grade.pdf](https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf)

## **ESSAY EXPECTATIONS**

Students will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their thesis to use when writing the essay.

## **JMUN EXPECTATIONS**

JMUN topics are chosen by high school students, and follow a three-year cycle.

- Keeping the Peace
- Human Rights
- The Environment

8<sup>th</sup> Grade students are required to:

1. Write **one** resolution for **each** of the issues being debated in their room
2. Present an Opening Speech at the conference

## **THEMES AND CONTENT**

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

### **The Impact of Geography on History**

- Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country.
- Examine how the geographic features of the 13 Colonies affected early settlements.
- Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries.
- Interpret how the map of the Americas changed to reflect the strength of colonial powers

### **Economic Prosperity and Equity**

- Analyze the economic causes and effects of American Revolution.
- Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies.

## **Equality, and Social Justice**

- Evaluate reasons for and results of European settlement in the United States
- Analyze factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- Assess economic, political, and social policies and practices regarding African slaves, indigenous peoples, and indentured servants in the colonies
- Describe the origins of the Transatlantic Slave Trade
- Analyze reasons for the existence of slavery during this era and the relative importance of slavery for each region.

## **Conflict – French and Indian War**

- Identify long and short term causes of the French and Indian War.
- Analyze the effects of the French and Indian War on the colonies.
- Explore how the French and Indian War affected the relationship between England and its colonies.

## **American Revolution**

- Explore the major events that started the actual conflict between the British and the colonies.
- Analyze why the British lost the American Revolution
- Assess how the American Revolution was different from previous wars.

## **The U.S. Constitution**

- Evaluate the failings of the Articles of Confederation and the subsequent creation of the United States Constitution.
- Analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
- Assess the need for compromise when founding the United States
- Analyze how the US Constitution empowers and protects the individual, the state and the central government.
- Evaluate the views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day.
- Explain the historical reasons for the Electoral College, and assess its fairness as a system for electing the president

## **Expansion of the New Nation**

- Discuss the importance of the Louisiana Purchase
- Explain the impact of the expedition made by Lewis and Clark
- Assess how different socioeconomic groups were treated during the expansion of the United States

## **INFORMATIONAL TEXTS**

- Excerpt from: Interesting Narrative of the Life of Olaudah Equiano
- Case of the Slave Ship Zong (firsthand accounts from key characters)
- French account of aggression (<http://www.let.rug.nl/usa/documents/1701-1750/french-memoir-on-the-english-aggression-october-1750.php>)
- Governor's account of Native American alliances <http://www.let.rug.nl/usa/documents/1751-1775/governor-glen-the-role-of-the-indians-in-the-rivalry-between-france-spain-and-england-1761.php>)
- Boston Massacre image & account: <http://www.let.rug.nl/usa/documents/1751-1775/anonymous-account-of-the-boston-massacre-march-5-1770.php>

- Firsthand accounts from Battle of Lexington
- Thomas Paine Common Sense <http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/>
- Declaration of Independence (draft & final version)
- Bill of Rights
- Preamble to the Constitution

## **PERFORMANCE INDICATORS**

### **DEVELOPING QUESTIONS AND PLANNING INQUIRY**

Define and frame complex questions and answer them by gathering, interpreting, paraphrasing and using evidence. DOK 3 E

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, incorporating multiple points of views in the sources. DOK 3 E

### **EVALUATING SOURCES AND USING EVIDENCE**

Gather and cite relevant information (within the text) from multiple reliable sources to support claims (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources), noting evidentiary limitations. DOK 3 E

Explore the foundations of one's own and others' viewpoints by evaluating the perspective, relevance, limitations and utility of sources DOK 3 E

Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify and explain the role of bias, context and audience in presenting arguments or evidence. DOK 3 E

### **COMMUNICATING CONCLUSIONS**

Construct arguments using claims, counterclaims and evidence from multiple reliable sources, while acknowledging the strengths and limitations of the arguments. DOK 3, 4 E

Construct clear, concise explanations using reasoning, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. DOK 3, 4 E

Critique arguments for credibility recognizing the perspective of the author and identifying evidence used to support that perspective. DOK 3 E

Critique the organization of explanations, evaluating limitations posed by a chronological approach and/or bias in the evidence provided. DOK 3 E

### **APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

#### ***HISTORY***

Interpret and create accurate timelines, drawn to scale, to represent how events are related chronologically to one another in a given time period. DOK 2

Identify, analyze and evaluate the relationship between multiple causes and effects DOK 2, 3

Analyze factors that influenced the perspectives of people during different historical eras. DOK 3

***CIVICS***

Analyze the origins, functions, and structure of modern government. DOK 3

Analyze the purposes, implementation, and consequences of public policies in multiple settings. DOK 3

Compare historical and contemporary means of changing societies, and promoting the common good. DOK 2

***ECONOMICS***

Explain how economic policies affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues. DOK 2, 3

Explain the impact of inflation, deflation, and unemployment on different socio-economic groups. DOK 2

***GEOGRAPHY***

Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. DOK 2, 3

Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. DOK 3

Analyze the impact and causes of changing interconnections between places and regions DOK 3