

8th Grade Social Studies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1- Visual Literacy The student uses critical thinking skills to gather and analyze information from a variety of visuals and creates visual representations to demonstrate understanding of Social Studies content.	X	X	X	X
C2- Chronological Reasoning: The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships when gathering and analyzing information in order to demonstrate chronological understanding of Social Studies content.	X	X	X	X
C3- Process of Historical Inquiry The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer questions, and communicate their understanding of history in a meaningful form.	X	X	X	X
C4- Geographical Inquiry The student uses critical thinking skills to obtain and evaluate information from maps and other geographic tools, pose and answer geographic questions, and communicate their understanding of geographic concepts in a meaningful form.	X	X	X	X
C5- Problem Solving and Decision Making The student demonstrate their ability to use a problem solving and decision making process, as it applies to a Social Studies concept.	X	X	X	X

Learning Progression for Competency 1: Visual Literacy

The student uses critical thinking skills to gather and analyze information from a variety of visuals and creates visual representations to demonstrate understanding of social studies content.

Developing	Progressing	Proficient	Advanced
<p>Recognizes and identifies visuals as sources that display or illustrate information</p> <p>Identifies key elements from a source such as the author, illustrations, and titles</p> <p>Explains the purpose of specific types of visuals</p> <p>Restates or recalls information from a visual source</p>	<p>Gathers and interprets information primarily from one type of source</p> <p>Examines a visual source to identify, categorize, and prioritize important information</p> <p>Evaluates a source to make generalizations and predictions about the information provided</p> <p>Explains the overall purpose of the source in the form of a generalization Summarizes information from a visual</p> <p>Recreates visual representations of information</p>	<p>Gathers and interprets information from a variety of visuals, such as digital media, news sources, images, graphs, and charts</p> <p>Determines the validity of sources based on source information such as the author, purpose of the source, publisher, domain, citations and credits</p> <p>Evaluates information from visuals to make generalizations or predictions, AND to make inferences and draw conclusions</p> <p>Summarizes information gained from a visual including the significance, value, or importance of a visual</p> <p>Evaluates how a visual supports an idea or point of view Creates original visual representations of information that communicates understanding of various concepts and aspects of social studies</p>	<p><i>Meets all Proficient criteria AND...</i></p> <p>Challenges the validity and credibility of a visual source based on source information or lack of source information such as author, purpose of the source, publisher, domain, citations, credits, endorsements, and advertisements</p> <p>Provides multiple supporting visual representations to communicate understanding of the same concept in Social Studies, such as a chart and a graph or a sketch and a model</p>

Success Criteria for Proficient in Analysis of Literary Plots:

The student can:

- gather and interpret information from a variety of visuals, such as digital media, news sources, images, graphs, and charts.
- determine the validity of sources based on source information such as the author, purpose of the source, publisher, domain, citations and credits.
- evaluate information from visuals to make generalizations or predictions.
- make inferences or draw conclusions.
- summarize information gained from a visual including the significance, value, or importance of a visual.
- evaluate how a visual supports an idea or point of view.
- create original visual representations of information that communicates understanding of various concepts and aspects of social studies.

Learning Progression for Competency 2: Chronological Reasoning

The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships when gathering and analyzing information in order to demonstrate chronological understanding of social studies content.

Developing	Progressing	Proficient	Advanced
<p>Orders events by sequencing or categorizing, based on dates</p> <p>Applies units of time (days, months, years, decades, century, etc.) when studying a simple timeline or calendars</p> <p>Defines cause and effect</p>	<p>Explains the difference between absolute and relative chronology</p> <p>Interprets information from timelines or other sources that measure time such as calendars or databases</p> <p>Defines an era as a significant period of time</p> <p>Identifies and describes why specific dates, events, or time periods are significant</p> <p>Describes the underlying causes or effects of specific events</p>	<p>Analyzes cause and effect relationships between events when studying a timeline or other sources that indicate measures of time</p> <p>Explains the major characteristics of specific eras or time periods</p> <p>Identifies and explains turning points within an era</p> <p>Makes generalizations about the impact of significant events and individuals on an era</p> <p>Explains how or why specific historical events are grouped into eras</p>	<p>Explains how eras are connected to one another</p> <p>Evaluates the degree to which eras or time periods overlap</p> <p>Justifies the long term impacts of eras across time and place</p> <p>Evaluates change over time to determine the relationship between the past and the present</p> <p>Determines how interpretations of the past (specific events, time periods, or eras) may change over time</p> <p>Debates and/or challenge current models of periodization such as how eras are traditionally defined</p>

Success Criteria for Proficient in Chronological Reasoning:

The student can:

- analyze cause and effect relationships between events when studying a timeline, or other sources, that indicate measures of time.
- explain the major characteristics of specific eras or time periods.
- identify turning points within an era.
- explain the significance of turning points within an era.
- make generalizations regarding the impact of significant turning points and individuals on an era.
- explain how or why specific historical events are grouped into eras.

Learning Progression for Competency 3: Process of Historical Inquiry

The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer questions, and communicate their understanding of history in a meaningful form.

Developing	Progressing	Proficient	Advanced
<p>Defines sources used to obtain information as either primary or secondary</p> <p>Identifies key elements from a source such as key terms, authors, illustrations, titles</p> <p>Restates information about a source that is vague and does not express the overall message or main idea of the source</p>	<p>Identifies both primary and secondary sources and gathers information mainly from secondary sources, such as textbooks</p> <p>Examines a source to identify, categorize, and prioritize important information</p> <p>Identifies the point of view of the source based on the author(s)</p> <p>Evaluates a source to make generalizations and predictions about the information provided</p> <p>Summarizes information from a source to state the main idea or the overall message</p>	<p>Gathers information from a variety of sources, both primary and secondary</p> <p>Examines sources by corroborating or comparing important information, such as the points of view of the author or main idea of the sources</p> <p>Identifies bias and points of view in sources that reflects the historical context surrounding an issue or event</p> <p>Evaluates information from sources to make generalizations or predictions, AND to make inferences and draw conclusions</p> <p>Summarizes information gained from source(s) in the form of a thesis or claim statement</p> <p>Justifies a claim or support a conclusion with evidence from sources</p>	<p><i>Meets all Proficient criteria AND...</i></p> <p>Conducts independent research to locate relevant and valid resources</p> <p>Determines the validity of sources by corroborating sources and information about the author(s)</p> <p>Challenges or defends a point of view on a social studies issue with evidence from sources as support for a claim or counterclaim</p>

Success Criteria for Proficient in Process of Historical Inquiry:

The student can:

- gather information from a variety of sources, both primary and secondary.
- examine sources by corroborating or comparing important information such as the points of view of the author or main idea of the sources.
- identify bias and points of view in sources that reflects the historical context surrounding an issue or event.
- evaluate information from sources to make generalizations or predictions.
- make inferences or draw conclusions.
- summarize information gained from source(s) in the form of a thesis or claim statement.
- justify a claim or support a conclusion with evidence from sources.

Learning Progression for Competency 4: Geographical Inquiry

The student uses critical thinking skills to obtain and evaluate information from maps and other geographic tools, pose and answer geographic questions, and communicate their understanding of geographic concepts in a meaningful form.

Developing	Progressing	Proficient	Advanced
<p>Recognizes geographic tool such as maps, globes, and atlases</p> <p>Identifies key elements from a map such as the title, legend, compass rose, and scale</p> <p>Restates or recalls information from a map</p>	<p>Gathers and interprets information primarily from one type of geographic tool</p> <p>Examines a geographic tool to locate and analyze important information such as locations and geographic characteristics</p> <p>Evaluates a geographic tool to make generalizations and answer questions about the information provided</p> <p>Explains the overall purpose of the source in the form of a generalization</p> <p>Explains the purpose of a specific type of map or geographic tool</p> <p>Reproduces or replicates geographic representations of information</p>	<p>Gathers and interprets information from a variety of geographic tools</p> <p>Evaluates information from geographic tools to make generalizations or predictions, AND to make inferences and draw conclusions</p> <p>Poses and answers questions about geographic distributions and patterns observed when using geographic tools such as maps</p> <p>Summarizes information gained from maps or geographic tools including the overall purpose or significance</p> <p>Creates original representations of geographic information such as thematic maps that communicates understanding of geographic concepts</p>	<p><i>Meets all Proficient criteria AND...</i></p> <p>Uses additional geographic tools such as aerial photos, satellite images, and computer generated programs like GPS and GIS when gathering geographic information</p> <p>Formulates additional questions or answers about geographic distributions and patterns observed when using geographic tools that span period of time, such as maps of the same area over the course of 100 years</p> <p>Uses multiple geographic representations of the same location when locating and analyzing geographic information</p> <p>Creates and/or produces various types of geographic representations using computer programs such as GPS, GIS, and an aerial image</p>

Success Criteria for Proficient in Geographical Inquiry:

The student can:

- gather information from a variety of geographic tools.
- interpret information from a variety of geographic tools.
- evaluate information from geographic tools to make generalizations or predictions.
- make inferences and draw conclusions.
- pose and answers questions about geographic distributions and patterns observed when using geographic tools such as maps.
- summarize information gained from maps or geographic tools including the overall purpose or significance.
- create original representations of geographic information such as thematic maps that communicate understanding of geographic concepts.

Learning Progression for Competency 5: Problem Solving and Decision Making

Students will demonstrate their ability to use a problem solving and decision making process, as it applies to a Social Studies concept.

Developing	Progressing	Proficient	Advanced
<p>Identifies a topic or issue that poses a problem or requires a decision</p> <p>Takes action based on initial thought</p>	<p>Identifies a topic or issue that poses a problem or requires a decision</p> <p>Gathers general information related to the identified topic or issue</p> <p>Lists and consider options Chooses an option to implement</p>	<p>Identifies a topic or issue that poses a problem or requires a decision</p> <p>Gathers relevant information related to the identified topic or issue</p> <p>Lists and considers options</p> <p>Evaluates the advantages and disadvantages of each option</p> <p>Chooses an option that is the best solution</p> <p>Creates an action plan to implement the solution</p> <p>Evaluates the effectiveness of the action plan and solution</p>	<p>Recognizes unintended consequences of the option chosen</p> <p>Considers alternative decisions or solutions based on unintended consequences</p> <p>Evaluates and ranks the alternative options by considering both advantages and disadvantages</p> <p>Predicts outcomes of alternative actions or solutions to the problem</p> <p>Generates additional or alternative options to an observed action currently taking place</p>

Success Criteria for Proficient in Problem Solving and Decision Making:

The student can:

- identify a topic or issue that poses a problem or requires a decision.
- gather relevant information related to the identified topic or issue.
- list and consider options.
- evaluate the advantages and disadvantages of each option.
- choose an option that is the best solution.
- create an action plan to implement the solution.
- evaluate the effectiveness of the action plan and solution.