

8th Grade Social Studies – U.S. History

The purpose of this document is to clarify what students should know and be able to do during each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on the competencies looks like in a particular unit, please see the Public Overview document for the course. Students who receive a mark of “**Proficient**” meets the grade level expectation for that Competency.

TEKS	Competencies	Q 1	Q 2	Q 3	Q 4
8.29B	C1— Chronological Reasoning The student will demonstrate an understanding of chronology when studying events, by applying skills such as sequencing, categorizing, and identifying cause and effect relationships.	X		X	X
8.29A, 8.29B, 8.29D, 8.29E, 8.29F	C2—Social Studies Literacy The student will acquire information from a variety of sources; both primary and secondary; as well as informational texts in order to comprehend social studies concepts.	X	X	X	X
All 8 th Grade TEKS minus 8.29, 8.30, 8.31	C3—Content Knowledge Acquisition The student demonstrates understanding of social studies content, key terms, and major concepts in social studies.	X	X	X	X
8.29G, 8.29H	C4—Geographic Inquiry The student will display understanding of geography by using and creating a variety of maps and geographic tools to pose and answer geographic questions.	X		X	X
8.29D, 8.29E, 8.29F	C5—Points of View The student utilizes historical information and context to determine, support, or defend a point of view of a topic, event, or issue in social studies.		X	X	X

Learning Progression: Chronological Reasoning

The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships to contextualize events and demonstrate chronological understanding of Social Studies content.

Developing	Progressing	Proficient	Advanced
Interpret sources of chronological information such as timelines or text to identify significant events or periods of time	Identify major eras or events	Summarize the significance of specific events or eras as turning points in history	Evaluate change over time when applying chronology to major eras of time, include the degree in which eras overlap
Place events in chronological order based on dates	Apply chronology, absolute or relative; to sequence and categorize events based on information or important details	Apply chronology when explaining the cause and effect relationships of events or eras/time periods	Apply context of various events or major eras to justify the long term impact of across time and place
Define era	Explain why historians divide time into eras	Explain the defining characteristics, including the causes and effects; of major eras	Explain how interpretation of the past (specific events, time periods, or eras) may change over time.
Define absolute chronology	Identifying cause or effect of events or eras/time periods		Debate and/or challenge current ways in which history is divided into eras or how eras are traditionally defined
Define relative chronology			
Define cause and effect			

Success Criteria for Proficient in Chronological Reasoning

The student can:

- Sequence information based on chronology
- Categorize or sort events or eras/time periods based on specific details
- Explain the major characteristics of specific events or eras/time periods; such as themes or impacts
- Summarize information related to the significance of specific events or era/time period using supporting details as evidence
- Explain the cause and effect relationships of events or eras/time periods
- Make generalizations and predictions about an event or era/time period using supporting details as evidence
- Make inferences or draw conclusions about the impact of significant events or eras/time periods as turning points in history

Learning Progression: Social Studies Literacy Skills

The student will acquire information from a variety of sources; both primary and secondary; as well as informational texts in order to comprehend social studies concepts.

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"> ○ Identify and define primary sources and secondary sources ○ Determine what information is appropriate to use from primary and secondary sources including key terms, major concepts, titles ○ Define frame of reference and propaganda ○ Define bias and point of view 	<ul style="list-style-type: none"> ○ Acquire information about social studies by using appropriate primary and secondary sources ○ Recognize factors that make a source valid or invalid, reliable or unreliable, useful or not useful ○ Make generalizations about sources based on information obtained from a source ○ Analyze sources to identify point of view, based on frame of reference, historical context, and bias 	<ul style="list-style-type: none"> ○ Analyze primary and secondary sources to determine information that is both valid and useful as related to social studies ○ Summarize the main idea of a source including supporting details ○ State a claim about a concept or topic based on information obtained from primary and secondary sources ○ Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, propaganda, and historical context; 	<ul style="list-style-type: none"> ○ Evaluate the validity and utility of sources based on research and by cross referencing sources with other sources ○ Generate a thesis statement on a social studies issue or event supported with evidence cited directly from a variety of primary and secondary sources ○ Evaluate historical justifications and interpretations of events or issues in history by examining multiple and varied sources

Success Criteria for Proficient in Social Studies Literacy

The student can:

- Analyze primary and secondary sources to obtain valid and useful information
- Summarize the main idea of a source including supporting details and important source information
- Make generalization or predictions based on information obtained in sources
- Make inferences and draw conclusions about a topic or issue based on information obtained from sources
- State a claim or answer a question based on information obtained from a variety of sources

- Corroborate sources to determine the validity of a source by researching and cross referencing information about the author, historical context, frame of reference, or utility of the source

Learning Progression: Content Knowledge Acquisition – U.S. History

The student demonstrates understanding of social studies content, key terms, and major concepts in social studies.

Developing	Progressing	Proficient	Advanced
<p>Identify significant individuals, groups, events, and issues in U.S. history</p> <p>Define major social studies terminology</p> <p>Recognize major dates and places as historical points of reference</p>	<p>Identify major eras in U.S. history</p> <p>Explain the roles of significant individuals related to specific events in U.S. history</p> <p>Describe key events related to major issues in the U.S. History</p> <p>Describe representative government and the principles of government</p> <p>Locate places and regions related to major eras and key events in U.S. history</p> <p>Explain the economic development of the United States</p> <p>Describe the various groups who settled in America and their motives for immigration</p> <p>Describe major scientific and technological innovations</p>	<p>Describe the impact of major events on the development of the United States</p> <p>Explain the development of representative government, constitutional principles, and compromises related to political issues in the United States</p> <p>Analyze the causes and the effects of major conflicts such as wars and debates in U.S. History</p> <p>Analyze the effects of geographic factors on major events in U.S. history</p> <p>Describe economic, political, and social factors associated with U.S. expansion</p> <p>Analyze factors that contributed to the economic development of the United States</p> <p>Explain cultural influences on the development of the United States, including the impact of immigrant</p>	<p>Evaluate various historical perspectives on major events and issues in U.S. history</p> <p>Apply content knowledge in multiple contexts to make historical connections over time</p> <p>Analyze the foundations of representative government and explain how representative government impacts economic, political, and social changes</p> <p>Evaluate the impact of geography on the social, political, economic, and cultural development of the United States over time.</p> <p>Evaluate the interconnected relationship between culture, science, technology, and the arts.</p>

		<p>groups, religion, reform movements, and fine arts</p> <p>Explain the social and economic effects of technological and scientific innovations</p>	
<p>Success Criteria for Proficient in Content Knowledge Acquisition</p> <p>The student can:</p> <ul style="list-style-type: none"> ○ Explain the effects of various historical concepts such as events, geography, culture, scientific discoveries, and technological innovations ○ Explain factors that led to the development of the U.S. political system including issues, compromises, debates, and ideas ○ Explain factors that led to the development of the U.S. economic system including the free enterprise and taxation ○ Identify and explain historical points of reference including individuals, places, and events in the appropriate historical context 			

Learning Progression: Geographic Inquiry

The student will display understanding of geography by using and creating a variety of maps and geographic tools to pose and answer geographic questions.

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"> ○ Identify key characteristics or general information found in geographic sources ○ Recall information gained from a map or geographic sources ○ Copy or transfer information to replicate a geographic resource or tool 	<ul style="list-style-type: none"> ○ Answer questions about geographic distributions and patterns observed when using a geographic tools and sources such as maps ○ Define or provide general explanations about geographic information found in sources ○ Describes information gained from a map or geographic sources ○ Utilize geographic information to recreate or modify a geographic tool or resource 	<ul style="list-style-type: none"> ○ Poses and answers questions about geographic distributions and patterns when using geographic tools and sources ○ Compare and contrast geographic sources of information to make inferences or draw conclusions ○ Summarize on information interpreted from a variety of sketch maps or geographic sources using supporting details as evidence ○ Synthesize geographic information in order to create an original geographic tools or resource 	<p>Meets all Proficient criteria AND...</p> <ul style="list-style-type: none"> ○ Formulate additional questions or answers about geographic distributions and patterns observed when using geographic tools that span regions or periods of time, ○ Develop presentations made of multiple geographic tools and resources related to the same topic or concept that can be used to pose and answer geographic questions

Success Criteria for Proficient in Geographic Inquiry

The student can:

- Pose questions to be answered when studying geographic resources or tools such as maps, globes, atlases
- Make generalization or predictions about geographic concepts when studying geographic resources or tools
- Draw conclusions and make inferences about geographic concepts when studying geographic resources or tools
- Summarize information gained from geographic resources or tools and provide supporting evidence
- Gather and interpret geographic information in order to create an original geographic tool or resource

Learning Progression: Point of View

The student utilizes historical information and context to determine, support, or defend a point of view of a topic, event, or issue in social studies.

Developing	Progressing	Proficient	Advanced
Define bias and point of view Define frame of reference and propaganda Describe historical context	Identify and explain a point of view about an issue or current topic in social studies Explain how bias, frame of reference, and historical context impacts a point of view	State a personal point of view related to a social studies issue or event based on information presented in sources Analyze different points of view of an issue or topic using supporting evidence from sources; Explain or defend a point of view on a Social Studies issue or topic by considering historical context or frame of reference	Challenge the point of view reflected in a source by presenting a counter argument with evidence located in valid primary and secondary sources
<p>Success Criteria for Proficient in Point of View The student can:</p> <ul style="list-style-type: none"> ○ Use information presented about a topic or issue to state a personal point of view that can be supported with evidence ○ Analyze a point of view related to a topic or issue to determine bias or frame of reference ○ Compare and contrast points of view related to the same topic or issue based on information gathered from sources ○ Apply historical context when studying points of view to determine bias or frame of reference ○ Defend a point of view of an issue or topic based on historical context and supporting evidence from sources ○ Summarize a point of view of an issue or topic including supporting details and evidence 			