

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.

Competencies	Q 1	Q 2	Q 3	Q 4
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	X
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
C3— Content Knowledge Acquisition The student demonstrates understanding of social studies content, key terms, and major concepts in social studies.	X	X	X	X
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	X
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	X
C6 – Problem Solving and Decision Making The student will demonstrate their ability to use a problem solving and decision-making process, as it applies to Social Studies concepts.	X	X	X	X
C7 – Representing and Communicating Information in Social Studies Creates authentic written, oral, or visual work to express an in-depth understanding or interpretation of a topic including supporting details	X	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
<p>Interpret sources of chronological information such as timelines or text to identify significant events or periods of time</p> <p>Place events in chronological order based on dates</p> <p>Define era</p> <p>Define absolute chronology</p> <p>Define relative chronology</p> <p>Define cause and effect</p>	<p>Identify major eras or events</p> <p>Apply chronology, absolute or relative; to sequence and categorize events based on information or important details</p> <p>Explain why historians divide time into eras</p> <p>Identifying cause or effect of events or eras/time periods</p>	<p>Summarize the significance of specific events or eras as turning points in history</p> <p>Apply chronology when explaining the cause and effect relationships of events or eras/time periods</p> <p>Explain the defining characteristics, including the causes and effects; of major eras</p>	<p>Meets all proficient criteria AND...</p> <p>Evaluate change over time when applying chronology to major eras of time, include the degree in which eras overlap</p> <p>Apply context of various events or major eras to justify the long term impact of across time and place</p> <p>Explain how interpretation of the past (specific events, time periods, or eras) may change over time.</p> <p>Debate and/or challenge current ways in which history is divided into eras or how eras are traditionally defined</p>

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
<p>Identify and define primary sources and secondary sources</p> <p>Determine what information is appropriate to use from primary and secondary sources including key terms, major concepts, titles</p> <p>Define frame of reference and propaganda</p> <p>Define bias and point of view</p>	<p>Acquire information about social studies by using appropriate primary and secondary sources</p> <p>Recognize factors that make a source valid or invalid, reliable or unreliable, useful or not useful</p> <p>Make generalizations about sources based on information obtained from a source</p> <p>Analyze sources to identify point of view, based on frame of reference, historical context, and bias</p>	<p>Analyze primary and secondary sources to determine information that is both valid and useful as related to social studies</p> <p>Summarize the main idea of a source including supporting details</p> <p>State a claim about a concept or topic based on information obtained from primary and secondary sources</p> <p>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;</p>	<p>Meets all proficient criteria AND...</p> <p>Evaluate the validity and utility of sources based on research and by cross referencing sources with other sources</p> <p>Generate a thesis statement on a social studies issue or event supported with evidence cited directly from a variety of primary and secondary sources</p> <p>Evaluate historical justifications and interpretations of events or issues in history by examining multiple and varied sources</p>

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 groups, religion, reform movements, and fine arts</p> <p>Explain the social and economic effects of technological and scientific innovations</p>	<p>Meets all proficient criteria AND...</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>

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
<p>Identify key characteristics or general information found in geographic sources</p> <p>Recall information gained from a map or geographic sources</p> <p>Copy or transfer information to replicate a geographic resource or tool</p>	<p>Answer questions about geographic distributions and patterns observed when using a geographic tools and sources such as maps</p> <p>Define or provide general explanations about geographic information found in sources</p> <p>Describes information gained from a map or geographic sources</p> <p>Utilize geographic information to recreate or modify a geographic tool or resource</p>	<p>Poses and answers questions about geographic distributions and patterns when using geographic tools and sources</p> <p>Compare and contrast geographic sources of information to make inferences or draw conclusions</p> <p>Summarize on information interpreted from a variety of sketch maps or geographic sources using supporting details as evidence</p> <p>Synthesize geographic information in order to create an original geographic tools or resource</p>	<p>Meets all Proficient criteria AND...</p> <p>Formulate additional questions or answers about geographic distributions and patterns observed when using geographic tools that span regions or periods of time,</p> <p>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</p>

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	Meets all proficient criteria AND... Challenge the point of view reflected in a source by presenting a counter argument with evidence located in valid primary and secondary sources

Learning Progression: 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>Meets all proficient criteria AND...</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>

Learning Progression: Representing and Communicating Information in Social Studies

Students should be able to communicate knowledge of Social Studies content and demonstrate skills in written, oral, and visual forms.

Developing	Progressing	Proficient	Advanced
Create written, oral, and visual materials to express general ideas or limited understanding of a topic	Create written, oral, and visual products that summarizes the main idea of a topic with some supporting details	<p>Creates authentic written, oral, or visual work to express an in-depth understanding or interpretation of a topic including supporting details</p> <p>Uses social studies terminology correctly</p> <p>Use effective written, communication skills, including, proper citations and avoiding plagiarism</p>	<p>Meets all proficient criteria AND...</p> <p>Create complex representations of social studies information including a variety of written, oral, and visuals representations related to various aspects of a topic</p>