

Parent Guide for Social Studies

Grade Eight

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Eight.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
English Language Arts 6-12: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Literacy in History/Social Studies 6-12: Reading: History/Social Studies	
	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Literacy in History/Social Studies 6-12: Reading: History/Social Studies continued	
	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	Distinguish among fact, opinion, and reasoned judgment in a text.
	Analyze the relationship between a primary and secondary source on the same topic.
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Literacy in History/Social Studies 6-12–Writing	
	Write arguments focused on discipline-specific content.
	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style and objective tone.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from informational texts to support analysis reflection, and research.
	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
OH: History	
Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Historical Thinking and Skills	
	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

OH: History continued	
Colonization to Independence	
	North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
	Competition for control of territory and resources in North America led to conflicts among colonizing powers.
	The practice of race-based slavery led to the forced migration of millions of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
	The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
A New Nation	
	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
	Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
	Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
Expansion	
	The United States added to its territory through treaties, purchases and conquests.
	Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
Civil War and Reconstruction	
	Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
	The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
OH: Geography	
Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Spatial Thinking and Skills	
	Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
Human Systems	
	The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
	The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
	Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
OH: Government	
Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Civic Participation and Skills	
	Participation in social and civic groups can lead to the attainment of individual and public goals.
	Informed citizens understand how media and communication technology influence public opinion.
Roles and Systems of Government	
	The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.
	The U.S. Constitution protects citizens' rights by limiting the powers of government.

