

SOCIAL STUDIES
GRADE 8

Adams County/Ohio Valley
Course of Study

Content Standard: History
Grade 6-8 Benchmarks: A. Interpret relationships between events shown on multiple-tier time lines.
Content Organizer: Chronology

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Select events and construct a multiple-tier time line to show relationships among events.				

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<u>Content Standard:</u> History <u>Grade 6-8 Benchmarks:</u> D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries. <u>Content Organizer:</u> The First Global Age				
Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>2. Describe the political, religious and economic aspects of North American colonization including:</p> <ul style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. Conflicts among colonial powers for control of North America. 				

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<u>Content Standard:</u> History				
<u>Grade 6-8 Benchmarks:</u> E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.				
<u>Content Organizer:</u> Revolution				
Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.				

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Grade 6-8 Benchmarks: E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
Content Organizer: Revolution

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>4. Explain the results of important developments of the American Revolution including:</p> <ul style="list-style-type: none">a. A declaration of American independence;b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;c. Creation of state constitutions;d. Impacts on women, African-Americans and American Indians.				

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Adams County/Ohio Valley
Course of Study

Content Standard: History
Grade 6-8 Benchmarks: F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.
Content Organizer: A New Nation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <ul style="list-style-type: none">a. Maintaining national security;b. Creating a stable economic system;c. Dealing with war debts;d. Collecting revenue;e. Defining the authority of the central government.				

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Content Organizer: A New Nation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Explain the challenges in writing and ratifying the United States Constitution including:</p> <ul style="list-style-type: none">a. Issues debated during the convention resulting in compromises, (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);b. The Federalist/Anti-Federalist debate;c. The debate over a Bill of Rights.				

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Content Organizer: A New Nation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none">a. The precedents established by George Washington, including the cabinet and a two-term presidency;b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;c. The establishment of an independent federal court system.				

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Content Standard: History
Grade 6-8 Benchmarks: G: Analyze the causes and consequences of the American Civil War.
Content Organizer: Civil War and Reconstruction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Describe and analyze the territorial expansion of the United States including: a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War.				

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Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>9. Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South; d. The extension of slavery into the territories including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession. 				

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Content Standard: History
Grade 6-8 Benchmarks: G: Analyze the causes and consequences of the American Civil War.
Content Organizer: Civil War and Reconstruction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg.				

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Content Organizer: Civil War and Reconstruction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> a. President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the United States Constitution; c. The Ku Klux Klan and the enactment of black codes. 				

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Adams County/Ohio Valley
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Content Standard: People In Societies
Grade 6-8 Benchmarks: B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
Content Organizer: Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.				

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Content Organizer: Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.				

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Content Standard: People in Societies

Grade 6-8 Benchmarks: B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Content Organizer: Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.				

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Grade 6-8 Benchmarks: B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
Content Organizer: Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Analyze the economic, geographic, religious and political factors that contributed to: a. The enslavement of Africans in North America; b. Resistance to slavery.				

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Content Standard: People In Societies
Grade 6-8 Benchmarks: B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
Content Organizer: Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Describe the historical limitations on participation of women in United States society and their efforts to gain equal rights.				

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Content Standard: People In Societies
Grade 6-8 Benchmarks: C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.
Content Organizer: Diffusion

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Explain how the diverse peoples of the United States developed a common national identity.				

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Content Standard: Geography
Grade 6-8 Benchmarks: B: Define and identify regions using human and physical characteristics.
Content Organizer: Places and Regions

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.				

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Course of Study

Content Standard: Geography
Grade 6-8 Benchmarks: C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
Content Organizer: Human Environmental Interaction

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19 th centuries.				

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Content Standard: Geography
Grade 6-8 Benchmarks: D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.
Content Organizer: Movement

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.				

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Adams County/Ohio Valley
Course of Study

Content Standard: Economics

Grade 6-8 Benchmarks: A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.

Content Organizer: Scarcity and Resource Allocation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.				

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Course of Study

Content Standard: Economics
Grade 6-8 Benchmarks: B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
Content Organizer: Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 th and 18 th centuries.				

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Course of Study

Content Standard: Economics
Grade 6-8 Benchmarks: B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
Content Organizer: Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.				

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Course of Study

Content Standard: Economics
Grade 6-8 Benchmarks: C: Identify connections between government policies and the economy.
Content Organizer: Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of United States Constitution.				

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Content Standard: Economics
Grade 6-8 Benchmarks: C: Identify connections between government policies and the economy.
Content Organizer: Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.				

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Adams County/Ohio Valley
Course of Study

Content Standard: Government

Grade 6-8 Benchmarks: A: Explain why people institute governments, how they influence governments, and how governments interact with each other.

Content Organizer: Role of Government

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.				

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Grade 6-8 Benchmarks: A: Explain why people institute governments, how they influence governments, and how governments interact with each other.
Content Organizer: Role of Government

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including: a. Payment of debt; b. Establishment of a national bank; c. Strict or loose interpretation of the Constitution; d. Support for England or France.				

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Content Standard: Government
Grade 6-8 Benchmarks: B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
Content Organizer: Rules and Laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States: a. Shays's Rebellion; b. Economic instability; c. Government under the Articles of Confederation.				

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Content Organizer: Rules and laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain the political concepts expressed in the United States Constitution: a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances.				

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Content Organizer: Rules and Laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.				

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Grade 6-8 Benchmarks: B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
Content Organizer: Rules and Laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none">a. Freedom of religion, speech, press, assembly and petition;b. Right to trial by jury and the right to counsel;c. Due process and equal protection of the laws.				

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Content Organizer: Rules and laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.				

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Content Organizer: Rules and Laws

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Describe the process by which a bill becomes a law.				

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Content Standard: Citizenship Rights and Responsibilities
Grade 6-8 Benchmarks: A: Show the relationship between civic participation and attainment of civic and public goals.
Content Organizer: Participation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery.				

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Content Organizer: Participation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Explain how the opportunities for civic participation expanded during the first half of the 19 th century including: a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning.				

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<u>Content Standard:</u> Citizenship Rights and Responsibilities				
<u>Grade 6-8 Benchmarks:</u> B: Identify historical origins that influenced the rights U.S. citizens have today.				
<u>Content Organizer:</u> Rights and Responsibilities				
Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights.				

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Grade 6-8 Benchmarks: B: Identify historical origins that influenced the rights U.S. citizens have today.
Content Organizer: Rights and Responsibilities

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Show connections between the rights and responsibilities of citizenship including: a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others.				

SOCIAL STUDIES
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Course of Study

Content Standard: Social Studies Skills and Methods
Grade 6-8 Benchmarks: A: Analyze different perspectives on a topic obtained from a variety of sources.
Content Organizer: Obtaining Information

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.				

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Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods

Grade 6-8 Benchmarks: C: Present a position and support it with evidence and citation of sources.

Content Organizer: Communicating Information

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Construct a historical narrative using primary and secondary sources.				

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Adams County/Ohio Valley
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Content Standard: Social Studies Skills and Methods
Grade 6-8 Benchmarks: C: Present a position and support it with evidence and citation of sources.
Content Organizer: Communicating Information

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Write a position paper or give an oral presentation that includes citation of sources.				

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Content Standard: Social Studies Skills and Methods
Grade 6-8 Benchmarks: D: Work effectively in a group.
Content Organizer: Problem Solving

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Organize and lead a discussion.				

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Grade 6-8 Benchmarks: D: Work effectively in a group.
Content Organizer: Problem Solving

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Identify ways to manage conflict within a group.				