

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: Economics

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

| A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. | | | | |
|--|---|---|---|--|
| 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War. | | | ✓ | |
| B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. | | | | |
| 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries. | ✓ | | | All indicators are reviewed during the 4 th grading period. |
| 3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War. | | | ✓ | |
| C. Identify connections between government policies and the economy. | | | | |
| 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution. | | ✓ | | |
| 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy. | | ✓ | | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: Citizenship Rights and Responsibilities

**1st
9 wks**

**2nd
9 wks**

**3rd
9wks**

**4th
9 wks**

| Standard: Citizenship Rights and Responsibilities | 1st 9 wks | 2nd 9 wks | 3rd 9wks | 4th 9 wks | |
|---|----------------------|----------------------|---------------------|--|--|
| A. Show the relationship between civic participation and attainment of civic and public goals. | | | | | |
| 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; | | ✓ | | All indicators are reviewed during the 4 th grading period. | |
| b. The Underground Railroad and the abolitionist movement/Abolition of slavery. | | | ✓ | | |
| 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including: | | ✓ | | | |
| a. Nominating conventions; | | ✓ | | | |
| b. Expansion of the franchise; | | ✓ | | | |
| c. Active campaigning. | | ✓ | | | |
| B. Identify historical origins that influenced the rights U. S. citizens have today. | | | | | |
| 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. | | | ✓ | | |
| 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. | | | ✓ | | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: Geography

1st
9 wks

2nd
9 wks

3rd
9wks

| |
|--|
| 4th |
| All indicators are reviewed during the 4th grading period. |

| | | | | |
|--|---|---|---|--|
| A. Identify on a map the location of major physical and human features of each continent. | | | | |
| B. Define and identify regions using human and physical characteristics. | | | | |
| 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. | ✓ | ✓ | ✓ | |
| C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. | | | | |
| 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries. | ✓ | | | |
| D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns. | | | | |
| 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States. | | ✓ | ✓ | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: Government

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

| A. Explain why people institute governments, how they influence governments, and how governments interact with each other. | | | | |
|---|--|---|--|--|
| 1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. | | ✓ | | |
| 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including: | | ✓ | | All indicators are reviewed during the 4 th grading period. |
| a. Payment of debt; | | ✓ | | |
| b. Establishment of a national bank; | | ✓ | | |
| c. Strict or loose interpretation of the Constitution; | | ✓ | | |
| d. Support for England or France. | | ✓ | | |
| 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. | | | | |
| 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. | | ✓ | | |
| 4. Explain the political concepts expressed in the U.S. Constitution; | | ✓ | | |
| a. Representative democracy; | | ✓ | | |
| b. Federalism; | | ✓ | | |
| c. Bicameralism; | | ✓ | | |
| d. Separation of powers; | | ✓ | | |
| e. Checks and balances. | | | | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: Government

| | 1st 9 wks | 2nd 9 wks | 3rd 9wks | 4th 9 wks |
|---|--------------|--------------|-------------|--------------|
| 5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security. | | ✓ | | |
| 6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on: | | ✓ | | |
| 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. | | ✓ | | |
| 7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States. | | ✓ | | |
| 8. Describe the process by which a bill becomes a law. | | ✓ | | |
| C. Compare the defining characteristics of democracies, monarchies and dictatorships. | | | | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: History

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| A. Interpret relationships between events shown on multiple-tier time lines. | | | | |
|---|---|--|--|--|
| 1. Select events and construct a multiple-tier time line to show relationships among events. | ✓ | | | |
| B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. | | | | |
| C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. | | | | |
| D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. | | | | |
| 2. Describe the political, religious and economic aspects of North American colonization including: | ✓ | | | |
| 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. | ✓ | | | |

All indicators are reviewed during the 4th grading period.

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Standard: History

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. | | | | |
|---|---|---|--|--|
| 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. | ✓ | | | |
| 4. Explain the results of important developments of the American Revolution including; | | ✓ | | |
| 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. | | ✓ | | |
| 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. | | | | |
| 5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including; | | ✓ | | |
| a. Maintaining national security; | | ✓ | | |
| b. Creating a stable economic system; | | ✓ | | |
| c. Dealing with war debts; | | ✓ | | |
| d. Collecting revenue; | | ✓ | | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
Planning Sheets

Standard: History

| | 1st 9 wks | 2nd 9 wks | 3rd 9wks | 4th 9 wks |
|---|--------------|--------------|-------------|--------------|
| e. Defining the authority of the central government. | | ✓ | | |
| 6. Explain the challenges in writing and ratifying the U.S. Constitution including; | | ✓ | | |
| 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. | | ✓ | | |
| 7. Describe the actions taken to build one country from 13 states including; | | ✓ | | |
| 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. | | ✓ | | |
| G. Analyze the causes and consequences of the American Civil War. | | | | |
| 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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Standard: History

| | 1st 9 wks | 2nd 9 wks | 3rd 9wks | 4th 9 wks |
|---|--------------|--------------|-------------|--------------|
| 9. Explain causes of the Civil War with emphasis on: | | | ✓ | |
| 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. | | | ✓ | |
| 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. | | | ✓ | |
| 11. Analyze the consequences of Reconstruction with emphasis on: | | | ✓ | |
| 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 U.S. Constitution; | | | ✓ | |
| c. The Ku Klux Klan and the enactment of black codes. | | | ✓ | |

Groveport Madison Local School District
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Standard: People in Societies

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. | | | | |
|---|---|---|---|--|
| B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. | | | | |
| 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States. | ✓ | | | All indicators are reviewed during the 4 th grading period. |
| 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. | ✓ | | | |
| 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal. | ✓ | | | |
| 4. Analyze the economic, geographic, religious and political factors that contributed to: | ✓ | | ✓ | |
| a. The enslavement of Africans in North America; | ✓ | | ✓ | |
| b. Resistance to slavery. | ✓ | | ✓ | |
| 5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights. | | ✓ | ✓ | |
| C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. | | | | |
| 6. Explain how the diverse peoples of the United States developed a common national identity. | | | ✓ | |

Groveport Madison Local School District
Eighth Grade Social Studies Content Standards
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Standard: Social Studies Skills and Methods

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| Standard: Social Studies Skills and Methods | 1st 9 wks | 2nd 9 wks | 3rd 9wks | 4th 9 wks |
|---|----------------------------|----------------------------|---------------------------|----------------------------|
| A. Analyze different perspectives on a topic obtained from a variety of sources. | | | | |
| 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event. | ✓ | ✓ | ✓ | ✓ |
| B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. | | | | |
| C. Present a position and support it with evidence and citation of sources. | | | | |
| 2. Construct a historical narrative using primary and secondary sources. | ✓ | ✓ | ✓ | ✓ |
| 3. Write a position paper or give an oral presentation that includes citation of sources. | ✓ | ✓ | ✓ | ✓ |
| D. Work effectively in a group. | | | | |
| 4. Organize and lead a discussion. | ✓ | ✓ | ✓ | ✓ |
| 5. Identify ways to manage conflict within a group. | ✓ | ✓ | ✓ | ✓ |