

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

Trimester	Month	Content	Skills
First	August	Expectations	
		Introduction	Recognize interdisciplinary connections
		Current Events - throughout year	Identify national and international leaders and events Locating articles Reading comprehension Note-taking Oral presentation Listening
		Geography - throughout year	Recognize major land and water forms and locations as well as standard geographical terminology
		<u>American Revolutionary War</u> Conflict between the colonial powers	Outline Summarize Note-taking Identify causes of conflict Make inferences from visuals
	September	Significant Revolutionary War Figures	Compare and contrast <u>Research and Oral Presentation</u> Choosing a topic Creating key terms Writing research question Note-card making Locating information - table of contents and index Bibliography card making Working outlines Connecting with audience
		The French and Indian War	Compare and contrast changes in political landscape before and after war Recognize key figures and roles in French and Indian War

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

	October	<p>Sources of conflict between England and its American colonies</p> <p>Native American culture</p> <p>Oral Presentations of Research on Significant Revolutionary War Figures</p> <p>Colonists' movements toward independence and character traits of an American</p> <p>Effects expanding colonial settlement had on Native Americans and British response</p> <p>"Rights of Englishmen" colonists demand</p>	<p>Understand causes of conflict</p> <p>Analyze primary sources</p> <p>Cooperative learning</p> <p>Organization</p> <p>Creativity</p> <p>Oral delivery</p> <p>Listening</p> <p>Identify colonists actions towards independence</p> <p>Describe character traits of an American</p> <p>Recognize effects of expanding settlement on Native Americans and British response</p> <p>Understand Magna Carta and Glorious Revolution</p>
Second	November	<p>Causes of Revolutionary War</p> <p>Roles of major Revolutionary figures</p> <p>Goals of American</p> <p>Goals of British</p> <p>Opening salvos of the Revolution</p> <p>Early Battles of the Revolution</p> <p>Aims and Effects of the Declaration of Independence</p>	<p>Connect issues of taxation and others from colonial period to today</p> <p>Analyze point of view in non-fiction writing</p> <p>Interpret primary source writings and speeches</p> <p>Recognize text organization</p> <p>Write persuasive argument</p> <p>Analyze resolutions of Stamp Act Congress</p> <p>Debate positions of Americans and British</p> <p>Gather factual information from written material</p> <p>Recall early gunfire of American Revolution</p> <p>Understand chronology</p> <p>Present information in alternate form - political cartoon</p> <p>Memorize iconic American document</p> <p>Interpret Declaration</p> <p>Examine point of view – Patriots vs. Loyalists</p>

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

	December	<p style="text-align: center;">Problems in designing balanced government</p> <p style="text-align: center;">Weaknesses of Articles of Confederation</p> <p style="text-align: center;">Creation of Constitution</p>	<p style="text-align: center;">Understand separation of powers</p> <p style="text-align: center;">Distinguish problems in designing balanced government</p> <p style="text-align: center;">Explain weaknesses using examples</p> <p style="text-align: center;">Understand positives about the Northwest Ordinance</p> <p style="text-align: center;">Recite Preamble to Constitution</p> <p style="text-align: center;">Recognize link between geography and politics</p> <p style="text-align: center;">Appreciate art of compromise</p> <p style="text-align: center;">Distinguish Separation of Powers from Federal System</p> <p style="text-align: center;">Examine point of view</p> <p style="text-align: center;">Compare Declaration of Independence's grievances to corrections in Constitution</p> <p style="text-align: center;">Interpret chart of Checks and Balances</p>
	January	Bill of Rights	<p style="text-align: center;">Interpret primary source and explain using standard grammar, spelling, sentence structure, and punctuation</p> <p style="text-align: center;">Make inferences</p> <p style="text-align: center;">Use critical thinking skills to organize and use information</p>
	January and February (presentations may extend into the	<p style="text-align: center;">Debates and Compromises involved in creating and adopting Constitution</p> <p style="text-align: center;"><u>Various Periods in U.S. History</u> Students will work independently or in pairs on two major projects covering a specific period of U.S. history of their choosing. The two projects are a research paper and an oral presentation of the</p>	

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

	beginning of March)	<p>material from the specific time period. Research Paper</p> <p>Oral Presentation</p>	<p>If partners – cooperative learning Selecting a topic –first broad and then narrow Preliminary reading Writing key terms Writing a research question – narrow and deep Writing thesis statement Locate sources Create working outline Write bibliography cards Write note-cards Create revised outline Write draft using parenthetical references Integrate information from sources Revise draft Use running header Create title page Make works cited page Proofread paper</p> <p>If partners – cooperative learning Critical thinking skills to organize and use information Analyze information by sequencing, categorizing, identifying cause and effect relationships, summarizing, making generalizations, drawing inferences and conclusions Organize and interpret information from visuals Organize information using outlines Recognize a point of view on an issue or event</p>
--	---------------------	--	---

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

			<p>Utilize appropriate mathematical skills to interpret maps and graphs</p> <p>Communicate in oral form</p> <p>Creatively unify information</p> <p>Make eye contact with audience</p> <p>Create a visual to enhance speech</p> <p>Create a time line of period</p> <p>Find quotes to emphasize thinking of time period</p> <p>Recognize main ideas</p> <p>Recognize significant people and events of period</p> <p>Listening skills</p> <p>Being a good audience</p>
Third	March	<p>Finish oral presentations</p> <p><u>American Civil War</u></p> <p>States' Rights and the expansion of slavery divides the country</p> <p>Northern and Southern views of secession</p> <p>Key figures of the Civil War era</p> <p>The South secedes</p>	<p>Outline</p> <p>Summarize</p> <p>Note-taking</p> <p>Cause and effect</p> <p>Improve map skills</p> <p>Understanding foreshadowing</p> <p>Recognizing point of view</p> <p>Interpret primary sources</p> <p>Organize and interpret information from graphs, charts, timelines, and maps</p>
	April	<p>The Northern and Southern soldiers</p> <p>Old strategies and new weapons</p>	<p>Compare and contrast</p> <p>Understand South's traditions, strengths, and weaknesses</p> <p>Understand military strategy</p> <p>Cause and effect</p> <p>Compare and contrast</p>

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 8<sup>TH</sup> GRADE SOCIAL STUDIES YEAR AT A GLANCE

		<p>The performance of Union and Confederate commanders and troops</p> <p>The Emancipation Proclamation and the Gettysburg Address</p> <p>The turning point of the war</p> <p>Appomattox Court House Surrender</p> <p>Lincoln's Second Inaugural Address</p> <p>Lincoln's Assassination</p> <p>Gains achieved by Civil War</p> <p>Group Power Point Presentations about Civil War Era with Voice-overs</p>	<p>Interpret information from maps and charts</p> <p>Recite the Gettysburg Address</p> <p>Interpret a primary source</p> <p>Find the main idea</p> <p>Understand that Gettysburg and Vicksburg were the pivots in the war</p> <p>Understand the significance of geography in battle</p> <p>Recognize interdisciplinary connection – Whitman's poem</p> <p>Understand the provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</p> <p>Practice all research skills writing script in notes section including parenthetical references</p>
	April and May		
	May	<p>Create iMovie of American history using time periods from earlier assignment - one movie for entire class</p>	<p>Put credits on all images</p> <p>Put images in chronological order</p> <p>Select effective music</p>

\* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.