

HPS Scope & Sequence
K-8 Grade Level Essential Skills
DRAFT
August 2009

Grade Level: 8
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.






It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			35		
						
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)						
Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement						
P3.1.1	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> Identify a national public policy issue. Clearly state the issue as a question of public policy orally or in written form. Use inquiry methods to trace the origins of the issue and to acquire data about the issue. Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. Identify and apply core democratic values or constitutional principles. Share and discuss findings of research and issue analysis in group discussions and debates. Compose a persuasive essay justifying the position with a reasoned argument. Develop an action plan to address or inform others about the issue 	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue. Identify a national public policy issue.</p>	Y		<p>Core Democratic Essays and persuasive essays: core democratic values and writing persuasive essays</p>	<p>Common Good Justice Equality Individual Rights Diversity Patriotism territory arsenol republic constitution Northwest Ordinance Land Ordinance of 1785 townships Articles of Confederation constitutional convention electoral college delegates legislative judicial executive federal compromise Virginia Plan New Jersey Plan</p>
USHG ERA 3 - Revolution and the New Nation						
U3.3	Creating New Government(s) and a New Constituion					<p>Federalist Anti-federalists</p>






HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

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	Students will . . .			35		
						
U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)	adoption and failure of Articles of Confederation; strong central gov't vs. states' rights; problems caused by Articles and why it was replaced by the Constitution.	1	5	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz, Formative Assessment: Constitutional Conventional Reenactment	ratify Federalist papers Bill of Rights amendment assemble and petition warrant self-incrimination defendants bail double-jeopardy
U3.3.3	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	Creation of gov't framework (Constitutional Convention)	1	5	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz. Graphic organizer on the 3 branches.	McCulloch vs. Maryland popular sovereignty legislative branch Congress House of Representatives Senate bill veto
U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Compromises in early gov't, checks and balances of branches	1	10	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz	executive branch impeach judicial branch Supreme Court checks and balances amendment federalism civil case
U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)	Federalists and Anti-federalists perspective on Constitution	1	4	Summative Assessment: Test on "Understanding Framework and Intent of the Constitution" and quiz	






HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

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U3.3.6	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)	Concept of limited gov't, Individual Rights	1	6	Summative Assessment: Test on the Bill of Rights and quiz	
USHG ERA 4 - Expansion and Reform (1792-1861)						
U4.1.4	Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)	Powers of the judiciary branch and Supreme Court	1	5	Summative Assessment: Bar Exam and Test on interpreting the Constution and quiz Formative Assessment: Constitutional Law Simulation	






HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

Quarter 2

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	Students will . . .			45		
						
USHG ERA 4 - Expansion and Reform (1792-1861)						
Regional and Economic Growth						
U4.2.1	<p>Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of:</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations 	Sectionalism/ Worlds of the North and South (geography, economy, society, and transportation)	2	15	Summative Assessment: Contrast and Comparison Matrix chart and quiz	sectionalism immigration supply and demand market economy manufacturing industrialization War of 1812 discrimination segregation resistance rebellion oppression Manifest Destiny Louisiana Purchase diplomacy The Alamo annex converts Treaty of Guadalupe Hidalgo Texas Independence






HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

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U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	Roots of slavery and consequences	2	15	Summative Assessment: Test on African American Experience Mid-Century, quiz Formative Assessment: patch work quilt activity	
U4.2.3	Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)	becoming a nation from coast to coast; national identity	2	15	Formative Assessment: map and graph analysis , Southwest Cultural Mural, Dos and Don't's of Oregon Trail Flyer Summative Assessment: Test on Manifest Destiny and Westward expansion) and quiz	






HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

Quarter 3






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	Students will			45		
						
USHG ERA 5 - Civil War and Reconstruction (1850-1877)						
The Coming of the Civil War						
U5.1.4	Describe how the following increased sectional tensions: <ul style="list-style-type: none"> the Missouri Compromise (1820) the Wilmot Proviso (1846) the Compromise of 1850 including the Fugitive Slave Act the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas the Dred Scott v. Sandford decision (1857) changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)	Events and conflicts that led to the Civil War	3	20	Formative Assessment: Graph and map analysis, Summative Assessment: Test on the Interpretation of the Dred Scott Decision and quiz	The Union deadlock Tallmadge Amendment Missouri Compromise Compromise of 1850 Kansas Nebraska Act Uncle Tom's Cabin Dred Scott Casefugitive resistance fugitive slave law
U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	Slave resistance	3	25	Formative Assessment: graph and map analysis, Summative Assessment: Compare and Contrast Abolitionists and quiz	

HPS Scope Sequence
 DRAFT Aug. 2009
 Grade 8
 Social Studies/Quarterly

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	Students will			45		
						
USHG ERA 5 - Civil War and Reconstruction (1850-1877)						
Civil War						
U5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)	Southern states secession and states rights	4	10	Formative Assessment: graph and map analysis, Summative Assessment: Debate on Southern Secession issues and states rights and quiz	secession confederacy union Fort Sumpter election of 1860 Lincoln-Douglas debates Emancipation Proclamation blockade Gettysburg Address draft habeas corpus reconstruction Freemen's Bureau Civil Rights 14th and 15th Amendments scalawags carpet-baggers enforcement acts Compromise of 1877 voting rights Plessy vs. Ferguson migration workplace
U5.2.3	Examine Abraham Lincoln's presidency with respect to: <ul style="list-style-type: none"> his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) 	Abraham Lincoln's political influence on addressing America's ideology and foundations	4	10	Formative Assessment: graph and map analysis, Summative Assessment: Test on the Civil War and quiz	
Reconstruction						
U5.3.2	Describe the early responses to the end of the Civil War by describing the: <ul style="list-style-type: none"> policies of the Freedmen's Bureau (E2.2) restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) 	Social and political results of the Civil War	4	10	Formative Assessment: graph and map analysis, Summative Assessment: Test on Reconstruction and quiz	

Quarter 4

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	Students will			45			
							
USHG ERA 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)							federal primary source secondary source prediction
Investigation Topics and Issue Analysis (P2)							
U6.2.1	<p>United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162) ----- Examples of Investigation Topics and Questions (and examples from United States History) *Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)</p> <p>*Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)</p>	<p>The students will analyze post Civil War United States and how the new politics of the nation will impact the growth and development of economy as the new century closes in. Immigration, foreign affairs, and the emergence of social change will be featured. Students will learn how to investigate significant historical topics, that still have significance today.</p>	4	15	Decades Project: issues, historical perspective, contemporary, cause and consequence, persuasive essay, research paper.		