

# Portfolio Planning Worksheet: 8<sup>th</sup> Grade U.S. History (Inclusion, Special Education)

This resource is designed to support districts implementing portfolios as a student growth measure for one or more of their teacher categories. It focuses on portfolios for 8<sup>th</sup> Grade U.S. History, specifically for Special Education and inclusion, but may be used as a template for any subject and/or grade level. Additionally, it is meant to be used in tandem with the *Portfolio Planning and Implementation Webinar*.

## PART A: CURRICULAR CONTENT FOCUS

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1. What are the most important skills I develop in students through this course?

The most important skills I will develop in this course are an understanding of issues and events in US history, the impact of geography and culture on historical issues, an understanding of the role of government, and an understanding of how economics and technology have impacted society.

2. How will I assess my students to understand where they are in respect to these skills upon entering and then leaving my class?

*Upon entering my class students vary in their understanding of Social Studies and US History. Most will have a cursory knowledge of these ideas from 5<sup>th</sup>-grade Social Studies and 7<sup>th</sup> Texas History. Students will be assessed at the BOY using 5<sup>th</sup> and 7<sup>th</sup>-grade Social Studies TEKS to determine their skill level. Based on the results of the assessments students will be placed on a rubric to determine their BOY proficiency and set an EOY proficiency goal.*

3. Based on where my students are with these skills, where should they be at the end of the course if I provide effective instruction?

*At the end of the school year students should be able to identify major events of the Revolutionary War, understand the Industrial Revolution, differences between the North and South during the Civil War, and how geography impacted US expansion.*

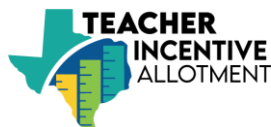
## PART B: TEKS SELECTION AND JUSTIFICATION

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1. **List the TEKS** to include in student portfolios to measure their growth. Include those that persist throughout the course and have transferability – the knowledge and skills that lead to success in the current course that have lifelong application.
2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

### List of TEKS

TEKS	§113.20 Social Studies, Grade 8, Adopted 2018
8.4(A&C)	History. The student understands significant political and economic issues of the Revolutionary and Constitutional eras. The student is expected to:(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;
8.13(B)	Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.
8.23(B)	Culture. Explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs.
8.17 (A)	Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. (A)analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason;
8.24(B)	Culture. The student understands the major reform movements of the 19th century. (Readiness Standard) (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.
8.10 (A-C)	Geography. The student understands the location and characteristics of places and regions of the United States, past and present. (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;(B) compare places and regions of the United States in terms of physical and human characteristics; and (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States



<b>8.29 (G&amp;H)</b>	Social Studies Skills. Create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
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**Explanation of the Importance of TEKS Used**

As part of the Social Studies, this course specifically covers US History from pre-Columbian times through Reconstruction. Students are expected to learn about the founding of the US, understand the geography of the US and its implications on development and society, how science and technology influenced culture, the function of government, and how citizens can participate in a Constitutional Republic.

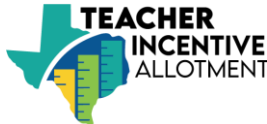
**PART C: TEKS BREAKDOWN & PLANNING FOR RUBRIC ASSIGNMENTS, PROJECTS, AND/OR PERFORMANCES**

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments, projects, and/or performances you will have students complete to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

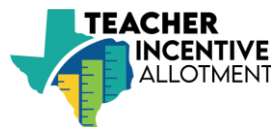
**EXAMPLE:** [§113.20 Social Studies, Grade 8, Adopted 2018](#)

**TEKS BREAKDOWN**

<b>TEKS for Portfolio</b> <i>What students need to be able to do demonstrate the knowledge and skill</i>	<b>Planned Projects, Assignments, and/or Performances</b> <i>What and how you will use as evidence</i>
<b>8.4(C) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;</b>	Student Project: The student tells the story of the American Revolution in chronological order through graphics and short summaries. Students create a timeline of events in chronological order using pictures, maps, graphs, and charts. Students will write 1-2 sentences for each significant event. Evidence: Student-created timelines



<p><b>8.17(A) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. (Readiness Standard) (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason;</b></p>	<p>Student Project: Students participate in a gallery walk to understand the prominent arguments from Federalists and Anti-Federalists (including quotes and images). Next, the teacher will read different quotes from the founding fathers, and students will determine if it is a quote from a Federalist or Anti-Federalist and provide justification for why they made the decision. Teacher records student responses.</p> <p>Evidence: Video of students participating in a gallery walk and the Federalists vs. Anti-Federalists activity. Teacher notes on student responses.</p>
<p><b>8.13(B) Economics, The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:(B) identify the economic factors that brought about rapid industrialization and urbanization.</b></p> <p><b>8.23(B) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;</b></p>	<p>Student Project: Student reads and analyzes a story about a town that opened a factory in the 19<sup>th</sup> century. The story follows the growth of the town over the next five years. While reading the story the student picks items from a chart to classify as advantages or disadvantages of Urbanization. The student explains how the free-enterprise system contributed to urbanization in this town. Student also explains any conflicts that arose from differences in religion, social class, and political beliefs. Student creates a 1 pager to display their findings.</p> <p>Student Project: Student submitted one-pagers with the following criteria: Information and Images fill the entire page, images must emphasize a connection to the material, words are carefully chosen to highlight key concepts, and includes a visual symbol to represent the main theme. Examples can be found on the web.</p>
<p><b>8.24 (B) Culture. evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and the care of the disabled.</b></p>	<p>Student Project: Create a timeline to describe reform movements such as abolition and female suffrage, and civil rights. Timeline must consist of leaders of the respective movement, images, and quotes.</p> <p>Evidence: Student submitted timelines.</p>
<p><b>8.10 (A-C) Geography, The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:(A) locate places and regions directly related to major eras and turning points in the</b></p>	<p>Student Project: Students creates a map of the US with major geographic and socio-economic features including the mountain ranges, major US waterways, slave/free states, and state populations (using Census data) for the year 1860. Student will summarize their map with 2-4 paragraphs to show</p>



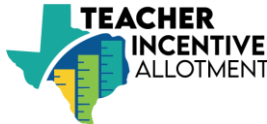
<p><b>United States during the 17th, 18th, and 19th centuries (C)analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.</b></p> <p><b>8.29(G&amp;H) Social Studies Skills, (G)create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</b></p>	<p>connections of geographic and socio-economic features that led to the Union winning the Civil War. Map must be colored and labeled using the appropriate cartography rules. Evidence: Student Map Project</p>
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Note: The activities outlined here were chosen to integrate rigorous but developmentally appropriate activities for students in an 8<sup>th</sup> Grade Social Studies Inclusion Class. Teachers may have to include additional supports and accommodations where appropriate and based off the students IEP.

PART D: PORTFOLIO RUBRIC DESIGN AND SAMPLE RUBRIC

**Rubric Design**

Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place your <i>standard</i> and <i>project</i> in this box.	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>beginning</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>developing</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>somewhat proficient</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>proficient</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting an <b>advanced</b> level of performance

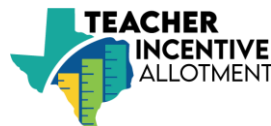


## Sample Life Skills 8<sup>th</sup> Grade Social Studies Rubric

Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p><b>TEKS 8.4</b>  <b>Student Project: The student tells the story of the American Revolution in chronological order through graphics and short summaries. Students create a timeline of events in chronological order using pictures, maps, graphs, and charts. Students will write 1-2 sentences for each significant event.</b></p>	<p>Student timeline does not show evidence that student can sequence events in US History. Student is unsure about events that have taken place and their relevant order. Student did not include graphics or short summaries in their timeline.</p>	<p>Students can design a timeline but 5 or more of the events are not in chronological order. Student shows understanding that some events need to take place before other events. Student gets confused on specific events when designing a timeline. Student did not include graphics or short summaries in their timeline.</p>	<p>Student designs a timeline with 6 or events in chronological order. Student shows understanding that some events need to take place before other events. Student gets confused on specific events when designing a timeline. Student included graphics and short summaries in their timeline.</p>	<p>Student designs a timeline with 7 or 8 events in chronological order. Student shows understanding that some events need to take place before other events. Student gets confused on specific events when designing a timeline. Student included graphics and short summaries in their timeline.</p>	<p>Student designs a timeline with 9 or more events in chronological order. Student shows understanding that some events need to take place before other events. Student does not get confused on specific events when designing a timeline. Student included graphics and short summaries in their timeline.</p>
<p><b>TEKS 8.13 and 8.23(B)</b>  <b>Student Project: Student reads and analyzes a story about a town that opened a factory in the 19<sup>th</sup> century. The story follows the growth of the town over the next five years. While reading the story the student picks items from a chart to classify as advantages or</b></p>	<p>Student is unable to explain, through pictures, how any of the groups: farmers, slaves, slave-owners, business owners, artisans, children, and native Americans, were impacted by industrialization.</p>	<p>Student is able to explain, through pictures, how one or two of the groups: farmers, slaves, slave-owners, business owners, artisans, children, and native Americans were impacted by industrialization.</p>	<p>Student is able to explain, through pictures, how two or three of the groups: farmers, slaves, slave-owners, business owners, artisans, children, and native Americans were impacted through industrialization.</p>	<p>Student is able to explain, through the one pager, how four or five of the groups: farmers, slaves, slave-owners, business owners, artisans, children, and native Americans were impacted through industrialization.</p>	<p>Student is able to explain, through the one pager, how six or more groups: farmers, slaves, slave-owners, business owners, artisans, children, and native Americans were impacted through industrialization.</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p><b>disadvantages of Urbanization. Student creates a 1 pager to display their findings.</b></p>					
<p><b>TEKS 8.24 Student Project: Student creates a timeline to describe reform movements such as abolition and female suffrage, and civil rights. Timeline must consist of leaders of the respective movement, images, and quotes</b></p>	<p>Student does not participate in creating timeline.</p>	<p>Student participates in creating a timeline but is missing one or more of the following movements: abolition, female suffrage, and civil rights. Student timeline is missing one or more of the following: leaders, images, or quotes.</p>	<p>Student participates in creating a timeline all of the following movements: abolition, female suffrage, and civil rights. Student timeline is missing one or more of the following: leaders, images, or quotes.</p>	<p>Student participates in creating a timeline all of the following movements: abolition, female suffrage, and civil rights. Student timeline consists of all of the following: leaders, images, or quotes.</p>	<p>Student participates in creating a timeline all of the following movements: abolition, female suffrage, and civil rights. Student included additional movements such as prison reform, education reform, etc. Student timeline consists of all of the following: leaders, images, or quotes.</p>
<p><b>TEKS 8.10 and 8.31 Student Project: Students creates a map of the US with major geographic and socio-economic features including the mountain ranges, major US waterways, slave/free states, and state populations (using Census data) for the</b></p>	<p>Student is able to place 3/10 or fewer geographic locations on map of the continental US. Student was unable to summarize their map to show connections of geographic and socio-economic features that led to the Union winning the Civil War.</p>	<p>Student is able to place 4-5/10 geographic locations on map of the continental US. Student was unable to summarize their map to show connections of geographic and socio-economic features that led to the Union winning the Civil War.</p>	<p>Student is able to place 6-7/10 geographic locations on map of the continental US. Student is able to summarize their map to show connections of geographic and socio-economic features that led to the Union winning the Civil War.</p>	<p>Student is able to place 8-9/10 geographic locations on map of the continental US. Student is able to summarize their map to show connections of geographic and socio-economic features that led to the Union winning the Civil War.</p>	<p>Student is able to place 10/10 geographic locations on map of the continental US. Student is able to summarize their map. In detail, to show connections of geographic and socio-economic features that led to the Union winning the Civil War.</p>



Standard & Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p><b>year 1860. Student will summarize their map with 2-4 paragraphs to show connections of geographic and socio-economic features that led to the Union winning the Civil War. Map must be colored and labeled using the appropriate cartography rules. Evidence: Student Map Project</b></p>	<p>Map did not follow the cartography standards.</p>	<p>Map did not follow the cartography standards.</p>	<p>Map followed the cartography standards.</p>	<p>Map followed the cartography standards.</p>	<p>Map followed the cartography standards.</p>

