

8th Grade - U.S. History

<i>Compelling Questions</i>	<i>Supporting Questions</i>
Colonization: What are people willing to do when they feel their interests and values are threatened?	What motivated European settlement and investment in North America? What led to the change in the relationship between the colonies and Britain? How did interests and values impact the outcome of the American Revolution?
Constitution: Why THIS government?	Why were changes put in place to form a more perfect union? What steps did the United States take to try to form a more perfect union? What structures were put in place to limit the abuse of power?
Pre-Civil War: Was the civil war inevitable?	How did U.S. westward expansion and slavery expose contradictions in America? How did the Industrial Revolution contribute to the growing differences between the North and the South? What efforts were made to respond to slavery?
Civil War and Reconstruction: Was the Civil War a beginning or an end?	For what did the Union fight? For what did the Confederacy fight? How did the Union win this war? Did Reconstruction successfully rebuild this society?
World War I: Is isolationism in the United States best interest?	What were the motivations for U.S. involvement beyond our borders? What conflicts arose as a result of U.S. involvement in foreign affairs? Does World War I mark the end of U.S. isolationism?
U.S. Foreign Policy: What government actions are justified in times of crisis?	Why did the U.S. return to a foreign policy of neutrality after WWI? How does the Great Depression influence U.S. domestic and foreign policy? Why does the United States enter World War II? How does the U.S. respond to the following circumstances: Japanese attack on Pearl Harbor, Japanese refusal of the Potsdam Declaration, and the creation of the United Nations?
Civil Rights: What is the role of government in a society?	How has the Constitution changed over time to reflect the changing United States? What events were effective during the Civil Rights Movement? How have various groups sought protection under the U.S. Constitution?
Immigration: Why has the U.S. immigration policy changed over time?	Why do people come to the United States? How does immigration impact our society? Assimilation, acculturation, or individuality? What are the current immigration issues?

Inquiry Standards

Developing Questions and Planning Inquiries

SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that consider multiple perspectives.

SS.6-8.IS.2. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.

SS.6-8.IS.3. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.

Evaluating Sources and Using Evidence

SS.IS.6-8.4.LC. Determine the value of sources by evaluating their relevance and intended use.

SS.IS.6-8.4.MdC. Determine credibility of sources based upon their origin, authority, and context.

SS.IS.6-8.4.MC. Gather relevant information from credible sources and determine whether they support each other.

SS.6-8.IS.5.LC. Appropriately cite all the sources used.

SS.6-8.IS.5.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.

Communicating Conclusions and Taking Informed Action

SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.

SS.IS.6-8.6.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.

SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.

SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.

SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.

SS.IS.6-8.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Civics Standards

Civic and Political Institutions

SS.6-8.CV.1.LC. Identify different types of citizenship and immigration statuses of individuals in the United States and the different rights and roles (e.g., voters, jurors, taxpayers, military, protesters, and officeholders) based on citizenship or immigration status.

SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.

SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities.

SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.

S.6-8.CV.2.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.

SS.6-8.CV.2.MCa. Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people.

SS.6-8.CV.2.MCb. Synthesize how the changes over time in the application of laws and granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the United States, U.S. territories, and tribal nations within the United States.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.

SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.

SS.6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.

SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries.

SS.6-8.CV.4.MdC. Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States.

SS.6-8.CV.4.MC. Evaluate and critique deliberative processes regarding the development and application of governing documents and policies and how they have changed over time.

Processes, Rules, and Laws

SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.

SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws in historic and contemporary settings.

SS.6-8.CV.5.MC. Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments).

Economics and Financial Literacy Standards**Economic Decision-Making**

SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.

SS.6-8.EC.2. Explain how external benefits and costs influence choices.

SS.6-8.EC.3. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

SS.6-8.EC.4. Analyze the role of innovation and entrepreneurship in a market economy.

SS.6-8.EC.5. Describe the roles of institutions, such as corporations, nonprofit organizations and labor unions, in a market economy.

SS.6-8.EC.6. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

The National and Global Economy

SS.6-8.EC.7. Explain why standards of living increase as productivity improves.

SS.6-8.EC.8. Explain barriers to trade and how those barriers influence trade among nations.

SS.6-8.EC.9. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.

Financial Literacy

SS.6-8.EC.FL.10. Analyze the relationship among skills, education, jobs, and income.

SS.6-8.EC.FL.11. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving.

SS.6-8.EC.FL.12. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

SS.6-8.EC.FL.13. Explain the correlation among investors, investment options (and associated risks), and income/wealth.

SS.6-8.EC.FL.14. Describe the connection among credit, credit options, interest, and credit history.

SS.6-8.EC.FL.15. Analyze the relationship between financial risks and protection, insurance, and costs.

Geography Standards

Geographic Representations: Spatial Views of the World

SS.6-8.G.1. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

SS.6-8.G.3. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Human-Environment Interaction: Place, Regions, and Culture

SS.6-8.G.4. Explain how humans and their environment affect one another.

SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Human Population: Spatial Patterns and Movements

SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement.

SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

SS.6-8.G.9. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Global Interconnections: Changing Spatial Patterns

SS.6-8.G.10. Identify how cultural and environmental characteristics vary among regions of the world.

SS.6-8.G.11. Explain how global changes in population distribution patterns affect changes in land use.

SS.6-8.G.12. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

History Standards**Change, Continuity, and Context**

SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.

SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.

SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.

Perspectives

SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.

SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.

SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.

Historical Sources and Evidence

SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.

SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.

SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.

Causation and Argument

SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.

SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.