



**Grade 8**  
**Crosswalk for Standard Course of Study and Extended Content Standards**

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry 6-8	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.</p> <p>Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Construct a compelling question through a disciplinary lens individually and with peers.
<b>Supporting Questions</b>	<b>I.1.2</b> Construct supporting questions based upon disciplinary concepts.
<b>Gathering and Evaluating Sources</b>	<b>I.1.3</b> Analyze details, central ideas, and inferences from sources using discipline-specific strategies. <b>I.1.4</b> Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives. <b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

<p><b>Communicating Ideas</b></p>	<p><b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.  <b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence. <b>I.1.9</b> Determine the credibility of disciplinary arguments of peers.</p>
<p><b>Taking Informed Action</b></p>	<p><b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.</p>
	<p><b>I.1.11</b> Use a range of civic approaches to address problems being investigated.</p>

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
<b>8.B.1</b> Analyze the impact of group behavior on the development of North Carolina and the nation.	<b>8.B.1.1</b> Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.	<b>ECS.8.B.1.1</b> Identify examples of how interactions between various regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.
	<b>8.B.1.2</b> Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.	<b>ECS.8.B.1.2</b> Identify examples of how the values and beliefs of various groups, paying specific attention to race, religion, and indigenous peoples, have impacted North Carolina and the nation.

Civics and Government		
Standard	Objectives	Extended Content Standards
<b>8.C&amp;G.1</b> Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	<b>8.C&amp;G.1.1</b> Summarize the democratic ideals outlined in the founding documents of the state and national government.	<b>ECS.8.C&amp;G.1.1</b> Identify the democratic ideals outlined in the founding documents of the state and national government.
	<b>8.C&amp;G.1.2</b> Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.	<b>ECS.8.C&amp;G.1.2</b> Compare how decisions of state and local government conform or conflict with the democratic ideals of the nation.
	<b>8.C&amp;G.1.3</b> Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.	<b>ECS.8.C&amp;G.1.3</b> Classify the policies, laws, and/or government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.
	<b>8.C&amp;G.1.4</b> Compare different perspectives on the role of state, national, and tribal governments.	<b>ECS.8.C&amp;G.1.4</b> Compare two or more perspectives on the role of state, national, and tribal governments.
	<b>8.C&amp;G.1.5</b> Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation.	<b>ECS.8.C&amp;G.1.5</b> Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation.

<p><b>8.C&amp;G.2</b> Evaluate the effectiveness of societal reforms.</p>	<p><b>8.C&amp;G.2.1</b> Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.</p>	<p><b>ECS.8.C&amp;G.2.1</b> Identify the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.</p>
	<p><b>8.C&amp;G.2.2</b> Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.</p>	<p><b>ECS.8.C&amp;G.2.2</b> Classify reforms in terms of effectiveness and impact on individuals, policies, and/or institutions in North Carolina and the nation.</p>

Economics		
Standard	Objectives	Extended Content Standards
<b>8.E.1</b> Understand the economic development of North Carolina and the nation.	<b>8.E.1.1</b> Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.	<b>ECS.8.E.1.1</b> Identify examples how economic growth and decline impacts why people live where they do and how they live within North Carolina and the United States.
	<b>8.E.1.2</b> Explain how industry and trade impact the economy and people of North Carolina and the nation.	<b>ECS.8.E.1.2</b> Identify examples of how industry and trade impact the economy and people of North Carolina and the nation.
	<b>8.E.1.3</b> Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.	<b>ECS.8.E.1.3</b> Identify examples of how women, indigenous groups, and racial minorities have contributed to the economic prosperity of North Carolina, paying specific attention to equity, equality, and mobility.
	<b>8.E.1.4</b> Exemplify ways personal financial decision making influences the economy.	<b>ECS.8.E.1.4</b> Identify ways personal financial decisions impact the economy.

Geography		
Standard	Objectives	Extended Content Standards
<b>8.G.1</b> Understand geographic factors that influence the development of North Carolina and the nation.	<b>8.G.1.1</b> Summarize the human and physical characteristics of North Carolina and the nation.	<b>ECS.8.G.1.1</b> Identify human and physical characteristics of North Carolina and the nation.
	<b>8.G.1.2</b> Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.	<b>ECS.G.1.2</b> Identify examples of how location, resources, and human geography have impacted the development of North Carolina and the nation.
	<b>8.G.1.3</b> Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.	<b>ECS.G.1.3</b> Identify examples of how the development of North Carolina and the United States have been impacted by location, resources, and human geography.
	<b>8.G.1.4</b> Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.	<b>ECS.8.G.1.4</b> Identify the reasons for and the effects of forced and voluntary migration on various groups in North Carolina and the nation.
	<b>8.G.1.5</b> Explain how geographic expansion has impacted the development of North Carolina and the nation.	<b>ECS.G.1.5</b> Identify examples of how geographic expansion has impacted the development of North Carolina and the nation.

History		
Standard	Objectives	Extended Content Standards
<b>8.H.1</b> Understand the role of conflict and cooperation in the development of North Carolina and the nation.	<b>8.H.1.1</b> Explain the causes and effects of conflict in North Carolina and the nation.	<b>ECS.8.H.1.1</b> Identify the causes and effects of conflict in North Carolina and the nation.
	<b>8.H.1.2</b> Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.	<b>ECS.8.H.1.2</b> Identify examples of how debate, negotiation, compromise, and/or cooperation have been used in the history of North Carolina and the nation.
	<b>8.H.1.3</b> Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.	<b>ECS.8.H.1.3</b> Identify examples of how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain individuals and/or groups within North Carolina and the nation over time.
	<b>8.H.1.4</b> Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.	<b>ECS.8.H.1.4</b> Identify examples of how responses to inequities, injustices, discrimination, prejudice, and bias have shaped North Carolina and the United States.
<b>8.H.2</b> Understand how innovation and change	<b>8.H.2.1</b> Explain how innovation and technology have contributed to change in North Carolina and the nation.	<b>ECS.8.H.2.1</b> Identify examples of how innovative ideas and inventions have impacted change in North Carolina and the nation.



have impacted the development of North Carolina and the nation.		
	<b>8.H.2.2</b> Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.	<b>ECS.8.H.2.2</b> Identify the various ways in which different individuals and groups influenced and facilitated change in North Carolina and in the nation.
	<b>8.H.2.3</b> Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.	<b>ECS.8.H.2.3</b> Describe how the lived experiences and achievements of various groups, paying specific attention to women, indigenous, religious, and racial groups, impacted the development of North Carolina and the nation over time.