



NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 8

The Extended Content Standards in the eighth-grade, *North Carolina and United States History* will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

Pursuant to the passage of House Bill 1032 An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the new extended content standards for eighth grade will integrate United States history with the study of North Carolina history. The major focus of this course is North Carolina state history with the integration of local and national history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop the skills needed to engage responsibly and intelligently as North Carolinians. Students in eighth grade will continue to build on the fourth and fifth-grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas, events, and cultures preceding the foundation of North Carolina and the United States. The main focus of the course will be how students use inquiry to examine critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. Students will understand the relationship of geography, events, and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their 8th Grade course. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

Inquiry 6-8

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.

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.

Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives. I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail. I.1.8 Construct responses to supporting and opposing perspectives supported by evidence. I.1.9 Determine the credibility of disciplinary arguments of peers.
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.
	I.1.11 Use a range of civic approaches to address problems being investigated.

Behavioral Sciences	
Standard	Extended Content Standards
<p>8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.</p>	<p>ECS.8.B.1.1 Identify examples of how interactions between various regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.</p>
	<p>ECS.8.B.1.2 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.</p>

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

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

Economics	
Standard	Extended Content Standards
<p>8.E.1 Understand the economic development of North Carolina and the nation.</p>	<p>ECS.8.E.1.1 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.</p>
	<p>ECS.8.E.1.2 Identify examples of how industry and trade impact the economy and people of North Carolina and the nation.</p>
	<p>ECS.8.E.1.3 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.</p>
	<p>ECS.8.E.1.4 Identify ways personal financial decisions impact the economy.</p>

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

History	
Standard	Extended Content Standards
<p>8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.</p>	<p>ECS.8.H.1.1 Identify the causes and effects of conflict in North Carolina and the nation.</p>
	<p>ECS.8.H.1.2 Identify examples of how debate, negotiation, compromise, and/or cooperation have been used in the history of North Carolina and the nation.</p>
	<p>ECS.8.H.1.3 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.</p>
	<p>ECS.8.H.1.4 Identify examples of how responses to inequities, injustices, discrimination, prejudice, and bias have shaped North Carolina and the United States.</p>
<p>8.H.2 Understand how innovation and change have impacted the development of North</p>	<p>ECS.8.H.2.1 Identify examples of how innovative ideas and inventions have impacted change in North Carolina and the nation.</p>
	<p>ECS.8.H.2.2 Identify the various ways in which different individuals and groups influenced and facilitated change in North Carolina and in the nation.</p>

Carolina and the nation.	ECS.8.H.2.3 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.
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