



Social Studies

Grade 8

NCDPI State Course Code 4008

North Carolina Social Studies Standards for Grade 8

The standards and objectives 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 college, 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 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 standards and objectives 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 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 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 Standard Course of Study 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

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. 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
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.

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

Behavioral Sciences	
Standard	Objectives
8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.	8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.
	8.B.1.2 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.

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Civics and Government	
Standard	Objectives
8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.	8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government.
	8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.
	8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.
	8.C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments.
	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.
8.C&G.2 Evaluate the effectiveness of societal reforms.	8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
	8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.

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Economics	
Standard	Objectives
8.E.1 Understand the economic development of North Carolina and the nation.	8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.
	8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation.
	8.E.1.3 Distinguish the role women, indingenious groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
	8.E.1.4 Exemplify ways personal financial decision making influences the economy.

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Geography	
Standard	Objectives
8.G.1 Understand geographic factors that influence the development of North Carolina and the nation.	8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation.
	8.G.1.2 Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.
	8.G.1.3 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.
	8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.
	8.G1.5 Explain how geographic expansion has impacted the development of North Carolina and the nation.

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History	
Standard	Objectives
8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.
	8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
	8.H.1.3 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.
	8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice and bias have shaped the history of North Carolina and the nation.
8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.	8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation.
	8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.
	8.H.2.3 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.