Colorado Social Studies

Grade 8

Adopted 2022

Prepared Graduates in Social Studies

1. **Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.** PG.1
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

Eighth Grade **History**

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1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning. 8.H.1

    a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple diverse perspectives. 8.H.1.A

    b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in both Colorado and United States history. For example: Indigenous Peoples', Hawaiian/Pacific Islander, and African American perspectives on Western colonization and enslavement; Asian American and Latinos' perspectives on immigration; and the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre. 8.H.1.B

    c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry. 8.H.1.C

    d. Construct a written historical argument supported by relevant evidence and logical reasoning demonstrating the use or understanding of primary and secondary sources. 8.H.1.D

    e. Synthesize data from multiple sources in order to connect those sources to the traditional historical narrative. 8.H.1.E

    1. Interpret information and draw conclusions based on deep analysis of primary and secondary sources. 8.HES.1.1

    2. Synthesize ideas in insightful ways by examining multiple perspectives from the American Revolution through Reconstruction. 8.HES.1.2

    3. Make predictions and design data/information collection to analyze conflicting perspectives. 8.HES.1.3

    4. Look for and find value in perspectives expressed by others. 8.HES.1.4

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2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction. 8.H.2

    a. Determine and explain the historical context of key people and events from the Revolutionary War Era through Reconstruction including the examination of different perspectives. For example: Grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and African Americans, and the causes and effects of the Civil War. 8.H.2.A

    b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise both in Colorado and across the nation. Including but not limited to: the Indian Removal Act, the Buffalo Soldiers, and the Sand Creek Massacre. 8.H.2.B

    c. Examine the causes and effects of the territorial, political, and economic expansion of the United States. 8.H.2.C

    d. Evaluate the impact of various gender, age, race, ethnicity, religion, and class during this time period and the impact of these demographic groups on the events of the time period. 8.H.2.D

    e. Analyze the cause and effect relationships of major conflicts from the origins of the American Revolution through Reconstruction. 8.H.2.E

    f. Analyze ideas that are critical to the understanding of early United States history. For example: Ideas involved in major events and movements such as settler colonialism, the changing definition of liberty and citizenship, enslavement of African and Indigenous Peoples, federalism, nativism of the Antebellum period, emancipation, and expansionism. 8.H.2.F

Geography

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1. Use geographic tools to research and analyze patterns in human and physical systems in the United States. 8.G.1
    a. Interpret primary and secondary geographic sources to analyze a historic issue. For example: Using both historical and contemporary maps to understand the changes in American boundaries. 8.G.1.A
    b. Identify the spatial distribution of cultural groups and human migration patterns. 8.G.1.B
    c. Recognize patterns of land acquisition and apply to events of the past. 8.G.1.C
    d. Compare the relationship between human settlement and the environment to recognize important regional connections to early U.S. historical events. 8.G.1.D
    e. Calculate and analyze population trends in relation to historical phenomena. 8.G.1.E
    1. Interpret information and draw conclusions using demographic information based on the best analysis to understand patterns of change in human and physical systems (Critical Thinking and Analysis). 8.GES.1.1
    2. Synthesize ideas in insightful or innovative ways to demonstrate understanding of demographic patterns of movement and their impact upon the physical systems of the United States (Creativity and Innovation). 8.GES.1.2
    3. Organize geographic information using technologies to develop greater understanding of a historical event or action (Media Literacy, Data Literacy). 8.GES.1.3
    4. Demonstrate ways to adapt and reach workable solutions when considering the use of limited resources and their impact upon political and historical events. 8.GES.1.4

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2. Recognize the impact of the competition for control of land and resources in early American history. 8.G.2

    a. Analyze the push and pull factors that shaped immigration to and migration within the early United States. For example: Economic opportunities, religious refuge, and forced migration. 8.G.2.A

    b. Analyze patterns of conflict and cooperation that resulted from human migration and the economic, political, ethnic, and social implications of those interactions. 8.G.2.B

    c. Compare how differing geographic perspectives apply to a historic issue. 8.G.2.C

    d. Interpret geographic and environmental data to understand how competition over land and resources shaped the development of the early United States. For example: Establishing the Mason/Dixon line, development of railroads, the Louisiana Purchase, and the Treaty of Guadalupe Hidalgo. 8.G.2.D

    1. Interpret information and draw conclusions as geographers based on the best analysis to recognize and understand the processes that interact in shaping human population patterns and historical events. 8.GES.2.1

    2. Synthesize ideas in original and surprising ways while comparing differing geographic perspectives. 8.GES.2.2

    3. Act on creative ideas to make a tangible and useful contribution to analyze and explain interdependence, cooperation, and conflict over land and resources in early American history. 8.GES.2.3

    4. Demonstrate ways to adapt and reach workable solutions in understanding differing perspectives over use of resources and space. 8.GES.2.4

Economics

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1. Investigate how economic freedom, including free trade, was important for economic growth in early American history. 8.E.1
    a. Give examples of regional, national, and international differences in resources, productivity, and costs that provide a basis for trade. 8.E.1.A
    b. Describe the factors that lead to a region or nation having a comparative and absolute advantage in trade. For example: The American System proposed by Henry Clay. 8.E.1.B
    c. Explain the effects of domestic policies on international trade. 8.E.1.C
    d. Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers. 8.E.1.D
    1. Make predictions and design data/information collection and analysis strategies concerning economic policy through evaluation of historical events. 8.EES.1.1
    2. Apply knowledge and skills as an economist and citizen to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others in order to inform public policy. 8.EES.1.2
    3. Educate and inspire others using sound economic understandings to evaluate economic policy and inform economic decisions based upon consideration of past experiences. 8.EES.1.3

Civics

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1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States. 8.C.1
    a. Describe major political and/or social changes that affected the definition of citizenship, expanded or restricted the rights of citizens, and how those changes impacted women, Indigenous Peoples, African Americans, Latinos, Asian Americans, LGBTQ, religious minorities, and people living in annexed territories. 8.C.1.A
    b. Analyze the relationship between the debate about citizenship and national identity in early U.S History, and how those ideas shaped political institutions and society. 8.C.1.B
    c. Compare how the leadership of various individuals has influenced the United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories. 8.C.1.C
    d. Evaluate the results of various strategies used to enact political change over time. 8.C.1.D
    e. Analyze primary sources supporting democratic freedoms and the founding of our government and explain how they provide for both continuity and change. Including but not limited to: the Declaration of Independence, the Constitution, Bill of Rights, and the Declaration of Sentiments. 8.C.1.E
    f. Examine ways members of society may effectively and civilly voice opinions, monitor government, and bring about change on a local, state, and national level, and which could have global implications. 8.C.1.F
    1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze citizenship and examine the individual role in government. 8.CES.1.1
    2. Apply knowledge as citizens to set goals, make informed decisions and transfer to new contexts about the roles and responsibilities of individual citizens. 8.CES.1.2

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2. Investigate and evaluate the purpose and place of rule of law in a constitutional system. 8.C.2
    a. Evaluate the strengths of rule of law. 8.C.2.A
    b. Explain the role and importance of the Constitution and the strength of amendments made during this time period. Including but not limited to: the Bill of Rights, and the 13th, 14th, and 15th Amendments. 8.C.2.B
    c. Apply knowledge about the three branches of government and how they interact with one another to historical and contemporary problems. 8.C.2.C
    d. Evaluate the historical significance of the Declaration of Independence. 8.C.2.D
    e. Discuss the tensions between individual rights and liberties with state, tribal, and national laws. 8.C.2.E
    f. Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government. For example: Marbury v. Madison. 8.C.2.F
    g. Use a variety of resources, including Supreme Court decisions, to identify and evaluate issues that involve civic responsibility, individual rights, and the common good. 8.C.2.G
    1. Make connections as citizens between information gathered and personal experiences to apply and/or test solutions to analyze the structures and functions of government. 8.CES.2.1
    2. Connect knowledge as citizens from personal ideas/understandings to civic engagement about the origins, structures, and functions of governments. 8.CES.2.2

Personal Financial Literacy

1. Examine the role of consumer decisions and taxes within the market economies of early American history. 8.PF.1
    a. Calculate how the value of money has changed over time impacting earning, spending, borrowing, and investing. For example: Inflation and recession. 8.PF.1.A
    b. Explain factors that have impacted borrowing and investing over time. For example: Currency stability, stocks, and banking practices. 8.PF.1.B
    c. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience. 8.PF.1.C
    d. Analyze the impact of taxes on the people of the United States over time. 8.PF.1.D
    1. Investigate to form hypotheses, make observations, and draw conclusions. 8.PFES.1.1
    2. Interpret information and draw conclusions based on the best analysis. 8.PFES.1.2