

## Grade Eight – United States History Pre-Columbian to 1877

The standards for the eighth grade enable students to explore in depth the history of the United States from its origin to 1877. Students use key concepts of chronology, causality, conflict, and change to show connections among patterns of historical change and continuity. Students use knowledge from texts, maps, stories, charts, diagrams and research to inform decision making about public issues. Students should analyze the influence of various forms of public opinion on the development of public policy.

### Skills:

- Interpret United States maps
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers and timelines) using technology
- Infer information from captions, cartoons, photographs, etc.
- Use primary sources (art work, biographies, journals, interviews, letters) to collect, analyze, summarize, and synthesize information
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Research information using text based databases
- Create a multimedia presentation using text, color, and importing graphics, sound, special effects and/or animation

### S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Explain the citizen's role and influence on public policy decisions.
- b. Display tolerance for all cultures.
- c. Describe the origins of key ideals and documents of democratic government.

### SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Identify common elements of culture.
- b. Discuss the impact of immigrant cultures on native societies
- c. Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to cultures.
- d. Summarize how economic conditions affected cultural patterns.

### SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Survey the timing and pattern of American settlement as affected by world events.

- b. Investigate, interpret and analyze multiple historical viewpoints as related to important events
- c. Summarize the economic, political, and social changes that resulted from conflicts and compromises.
- d. Explain the gradual transformation of US society from agrarian to industrial.
- e. Outline the history of political parties.

#### **SS4 Space and Place:**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Analyze settlement patterns and population density.
- b. Analyze the ecological and societal consequences of the Europeans on the New World.
- c. Compare and contrast land use patterns in America.
- d. Distinguish the natural resources and geographical features necessary for trade and industry.

#### **SS5 Individual Development and Identity:**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Interpret the conflict between industrialization and individual needs.
- b. Analyze the qualities needed for successful leadership.
- c. Relate how religious beliefs influence the development of American culture.
- d. Explore the motivations for immigration and migration.

#### **SS6 Individuals, Groups, and Institutions:**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Explain the institution of slavery.
- b. Describe how society in North America became stratified.
- c. Identify the philosophical strands underlying the formation of democratic ideals.
- d. Assess the basic socioeconomic interests in the US and their impact on formation of the government.
- e. Recognize the role of the media and its effects on historical events.

#### **SS7 Production, Distribution and Consumption:**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Chart the economic factors underlying the national and international rivalry in the Americas.
- b. Delineate the financial problems faced by the United States in establishing a sound fiscal system.
- c. Outline the differences in the economic structures of US regions.

**SS8 Power, Authority, and Governance:**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Compare and contrast governments (e.g., colonial, confederated).
- b. Evaluate the factors that promote independence, self-government, and self-determination.
- c. Explain the purposes of government and how its powers are acquired, used, and justified.
- d. Examine the impact of conflicts on the American government system.
- e. Explain how and why the Constitution has been interpreted to exclude certain groups from its protection and rights.

**SS9 Science, Technology, and Society:**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Relate how new skills and inventions led to the “Age of Exploration.”
- b. Survey American scientific developments and contributions to the advancement of science.
- c. Evaluate policies proposed to deal with social changes that result from new technologies.

**SS10 Global Connections:**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Compare native American civilizations with their contemporary societies/civilizations.
- b. Analyze how the success of the American Revolution was aided by the European power struggle and triggered an era of worldwide revolutionary movements.
- c. Discuss the external and internal influences on US foreign policy.
- d. Compare world policies toward slavery and abolition.