

8th GRADE



# Social Studies Learning Standards



*Adopted September 2019*





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## Middle School Standards by Discipline

### Skills (6th–8th Grade)

Through research, students hone their ability to gather and evaluate information and then use that information as evidence in a wide range of endeavors. The ELA/Literacy Common Core Standards emphasize these skills as key to an integrated model of literacy. The C3 Framework and the Indicators in Dimension 3 apply this model to social studies inquiry (Swan et al., p.56). In our rapidly-changing world, where ideas, information, and opinions are but mouse-clicks away, students more than ever need to learn how to keep learning in order to cultivate sound understandings. As a result, they need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions. (Swan et al., p. 89)

### World History (6th Grade)

The study of world civilizations allows students to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students develop higher levels of critical thinking by considering why ancient civilizations developed where and when they did and why they declined. While it would be impossible to study every world culture in depth, it is important for students to understand that indigenous people developed societies all over the world, concurrent to the rise of traditionally recognized early civilizations.

Additionally, through the study of world history, students should evaluate the enduring contributions of ancient and medieval global societies, recognizing the links between the historical and contemporary worlds made possible through the interconnection of peoples and the Age of Exploration.

### Washington State (7th Grade)

Students examine Washington state, from native and European contact to the present. The study of Washington state includes an examination of the state constitution and key treaties, including popular and tribal sovereignty issues. Through additional study of migration, differing cultural experiences, and human interactions with the environment, students will develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

### U.S. History (8th Grade)

In U.S. History, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1877. Students explore the ideas, issues, and events from the framing of the Constitution through Reconstruction, although beginning before this context or extending beyond it is up to the discretion of each district. After reviewing the founding of the United States and the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics.

These standards can be addressed over multiple grade levels (6–8) at the discretion of the district.

## Social Studies Learning Standards



**Social Studies Skills:** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



**Civics:** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.



**Economics:** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.



**Geography:** The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.



**History:** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history in order to evaluate how history shapes the present and future.

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

### Enduring Understanding

- ▶ Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

#### Components

**By the end of 8th grade, students will:**

SSS1.6–8.1 Analyze positions and evidence supporting an issue or an event.

SSS1.6–8.2 Evaluate the logic of reasons for a position on an issue or event.

#### Sample Questions

- Why is it important to keep asking questions when conducting research?
- How do the answers to questions help lead to additional questions?
- What kinds of sources are needed to adequately answer questions, state claims, and provide evidence?
- How can you decide whether or not a source has credibility?
- How do you know that you have accumulated information that represents a range of multiple viewpoints?
- How can we interpret the impact of an historical event? From whose perspective is the event presented?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

SSS1.6–8.1 and SSS1.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

SSS2: Uses inquiry-based research.

### Enduring Understanding

- ▶ The ability to develop questions is the foundation of a rich social studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry.

#### Components

**By the end of 8th grade, students will:**

SSS2.6–8.1 Create and use research questions to guide inquiry on an issue or event.

SSS2.6–8.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.

#### Sample Questions

- What things are considered when it comes to making decisions?
- How can we recognize if a claim is clear, precise, and adequately supported?
- How can we strengthen our arguments by effectively analyzing both claims and counterclaims?
- What advantages are there to considering multiple perspectives when learning about an issue or event?
- Explain the characteristics and causes of local, regional and global problems in multiple contexts.
- How do historians decide what goes on a timeline of history? Are the perspectives of all participants in an event represented? Who has written the history?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

SSS2.6–8.1: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

SSS2.6–8.2: WA State History: Unit 1 (Territory and Treaty Making)

## SSS3: Deliberates public issues.

### Enduring Understanding

- ▶ Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

#### Components

**By the end of 8th grade, students will:**

SSS3.6–8.1 Engage in discussion, analyzing multiple viewpoints on public issues.

#### Sample Questions

- How do differing viewpoints contribute to the democratic process and effective policy decisions?
- How can we create a culture of civic discourse?
- How has civic debate and our knowledge of the past served to inform contemporary policies?
- How should the rights and responsibilities of individuals be balanced with those of the larger society?
- How do treaties affect the economic interaction between federal, state, and tribal governments?
- How did the way societies dealt with a shortage of resources inform us about the importance of sustainability?
- Are there groups whose viewpoints don't get heard or get dismissed?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

SSS3.6–8.1 and SSS3.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

**SSS4:** Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

### Enduring Understanding

- ▶ Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.

#### Components

##### By the end of 8th grade, students will:

SSS4.6–8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.

SSS4.6–8.2 Use appropriate format to cite sources within an essay, presentation, and reference page.

#### Sample Questions

- Why is it essential to have multiple sources of evidence?
- How do we create products that can persuade an audience and effectively advocate for a position?
- How can you show the relationship between the evidence and the claim you are trying to support?
- What are the dangers of not checking sources?
- Why do reasoned arguments demand intellectual integrity and avoid plagiarism?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

SSS4.6–8.1 and SSS4.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

**C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.**

### Enduring Understanding

- ▶ (US) Governing is a process that evolves over time, and the effort to build a “more perfect Union” is ongoing.

#### Components

**(US) By the end of 8th grade, students will:**

- C1.6–8.3 Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.
- C1.6–8.4 Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.

#### Sample Questions

- (US) What are the origins of the key ideals of the Declaration of Independence and the Constitution and their continuing influences on the nation?

### Since Time Immemorial Connections

#### Middle School Curriculum

- C1.6–8.3 to C1.6–8.4: U.S. History: Unit 1  
C1.6–8.4: U.S. History: Units 2, 3, and 4

**C2: Understands the purposes, organization, and function of governments, laws, and political systems.**

### Enduring Understanding

- ▶ (US) The three branches of government of the U.S. provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches.

#### Components

**(US) By the end of 8th grade, students will:**

- C2.6–8. 3 Analyze the structure and powers of government at the national level.
- C2.6–8. 4 Use knowledge of the function of government to analyze and address a political issue.
- C2.6–8. 5 Evaluate the effectiveness of the system of checks and balances in the United States based on an event.
- C2.6–8. 6 Demonstrate that the U.S. government includes concepts of both a democracy and a republic.

#### Sample Questions

- (World/WA/US) How should we best organize to meet society’s needs?
- (US) How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- (US) How does the structure of the United States Constitution support the function of government and meet the needs of a diverse population? Are there currently groups whose needs are not being met? Do the groups whose needs are not being met or

voices not being heard have anything in common?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

C2.6–8.2: U.S. History: Unit 3

C2.6–8.4 and C2.6–8.5: U.S. History: Units 1, 2, 3, and 4

**C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.**

#### Enduring Understanding

- ▶ (US) The United States maintains formal relationships with tribal and international governments through the treaty process.

#### Components

**(US) By the end of 8th grade, students will:**

C3.6–8.5 Identify early examples of foreign policy between the United States and other nations.

C3.6–8.6 Analyze how the United States has interacted with other countries.

#### Sample Questions

- (US) How and why has the United States made agreements with other sovereign entities?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

C3.6–8.1–6: U.S. History: Unit 3

**C4: Understands civic involvement.**

#### Enduring Understanding

- ▶ (WA/US) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.
- ▶ (US) Governing requires active civic involvement by members of a society to maintain a balance of power in that society.

#### Components


**(US) By the end of 8th grade, students will:**

C4.6–8.4 Analyze how a claim on an issue attempts to balance individual rights and the common good.

C4.6–8.5 Employ strategies for civic involvement that address a national issue.

#### Sample Questions

- (US/WA) How does the inclusion or exclusion of women, people of color, and other underrepresented communities in the electorate change the political focus of our government?
- (US) How should the rights and responsibilities of individuals be balanced with those of the



larger society? Who gets to decide? Should individual civil rights be decided by majority rule? Why or why not?

**E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.**

### Enduring Understanding

- ▶ (US) People’s actions are influenced by the desire for economic growth. Those actions have consequences that can conflict with personal values or with the needs of other cultures present in the society whose voices are not heard in the decision-making process.

#### Components

**(US) By the end of 8th grade, students will:**

E1.6–8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.

#### Sample Questions

- (US) How did the desire for economic growth influence people and groups in the United States? Was there equal access to economic growth for all groups?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

E1.6–8.1 and E1.6–8.3: U.S. History: Units 1, 2, 3, and 4

**E2: Understands how economic systems function.**

### Enduring Understanding

- ▶ (US) The free market economy of United States is driven by the exchange of goods and services, which has many influences. Most notable is the agreement by the producer and consumer on the value of the items to be exchanged.

#### Components

**(US) By the end of 8th grade, students will:**

E2.6–8.5 Analyze how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.

E2.6–8.6 Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.

#### Sample Questions

- (US) How does supply and demand affect the value of goods and services? Who has control of supply and demand?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

E2.6–8.1–6: U.S. History: Units 2, 3, and 4

### E3: Understands the government's role in the economy.

#### Enduring Understanding

- ▶ (WA/US) Tribes, as sovereign nations, have independent economies with different government regulations separate from the United States and Washington state.
- ▶ (US) The federal government has the power to impose taxes and tariffs, and regulate the printing of money.

#### Components

##### (US) By the end of 8th grade, students will:

E3.6–8.3 Analyze the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.

#### Sample Questions

- (WA/US) How do treaties affect the economic interaction between federal, state, and tribal governments?
- (US) How does government monetary policy influence the economy? How does it influence people's lives?

### E4: Understands the economic issues and problems that all societies face.

#### Enduring Understanding

- ▶ (US) Groups and individuals who control elements of trade tend to have an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources creates challenges for maintaining their lifestyle, or facing the possibility of societal strife.

#### Components

##### (US) By the end of 8th grade, students will:

E4.6–8.5 Analyze the distribution of wealth and sustainability of resources in the United States.

E4.6–8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.

#### Sample Questions

- (US) What were the effects of resource management on the development of the United States? What was the impact of slavery on U.S. resources and what are the enduring legacies?
- How is a community's standard of living connected to the management of resources?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

E4.6–8.1–6: U.S. History: Units 2, 3, and 4

**G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.**

**Enduring Understanding**

- ▶ (US) The United States is a geographically diverse nation with distinct physical and cultural regions whose characteristics have impacted the nation.

**Components**

**(US) By the end of 8th grade, students will:**

- G1.6–8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.
- G1.6–8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**Sample Questions**

- (US) How does where one lives impact one’s decisions? What factors influence the ability to choose where one lives?

***Since Time Immemorial Connections***

**Middle School Curriculum**

G1.6–8.1–6: U.S. History: Units 2, 3, and 4

**G2: Understands human interaction with the environment.**

**Enduring Understanding**

- ▶ (US) Growth and expansion of the United States changed how people used the land and how cultural groups interacted.

**Components**

**(US) By the end of 8th grade, students will:**

- G2.6–8.6 Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.
- G2.6–8.7 Explain cultural diffusion in the United States from the past or in the present.
- G2.6–8.8 Explain and analyze migration as a catalyst for the growth of the United States in the past or present.

**Sample Questions**

- (US) What influenced the United States government to expand its territory West, and how did this expansion impact western lands and indigenous peoples? What influenced migration from the South to the North after the Civil War?

***Since Time Immemorial Connections***

**Middle School Curriculum**

G2.6–8.2, G2.6–8.4, G2.6–8.5, G2.6–8.7, and G2.6–8.8: U.S. History: Units 1, 2, 3, and 4

**C3: Understands the geographic context of global issues and events.**

**Enduring Understanding**

- ▶ (WORLD, WA, US) Geography impacts issues and events locally and globally throughout history.
- ▶ (WORLD, WA, US) Societies must learn how to manage and replenish their resources in order to maintain their way of life, to maintain mutually beneficial trade relationships, and to develop or adapt a diverse cultural landscape through migration and settlement patterns.

**Components**

**(US) By the end of 8th grade, students will:**

G3.6–8.3 Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.

**Sample Questions**

- (US) How have geographic features of the United States contributed to its diverse cultural landscape? How have they contributed to disputes over resources?

## H1: Understands historical chronology.

### Enduring Understanding

- ▶ (US) History is made up of a series of events that define a society, nation, or state.

#### Components

**(US) By the end of 8th grade, students will:**

H1.6-8.6 Explain how themes and developments help to define eras in United States history from 1763 to 1877, including:

- Fighting for independence (1763-1783)
- Establishing the new nation (1781-1815)
- Slavery, expansion, removal, and reform (1801-1850)
- Civil War and Reconstruction (1850-1877)

#### Sample Questions

- (World/WA/US) How might different groups of people create alternative timelines and define eras differently?
- (WA/US) What specific events would be on a Washington state timeline and a national timeline?
- (US) How have past events helped define an era in the United States? How do historians decide what goes on a timeline of U.S. history? Which historians get to decide?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

H1.6-8.1-3: U.S. History: Unit 3

H1.6-8.6: U.S. History: Units 1, 2, 3, and 4

## H2: Understands and analyzes causal factors that have shaped major events in history.

### Enduring Understanding

- ▶ (US) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed.

#### Components

**(US) By the end of 8th grade, students will:**

H2.6-8.5 Explain and analyze how individuals and movements have shaped United States history (1763-1877).

H2.6-8.6 Explain and analyze how cultures and cultural and ethnic groups have contributed to United States history (1763-1877).

H2.6-8.7 Explain and analyze how technology and ideas have impacted United States history (1763-1877).

#### Sample Questions

- (US) What major events leading up to the American Revolution influenced the Bill of Rights? To whom did the Bill of Rights originally apply?
- (US) How did the geographic expansion of the United States impact indigenous groups in the western U.S.?
- (US) What major developments in industry deepened sectionalism before and after the Civil War?

*Since Time Immemorial Connections*

## Middle School Curriculum

H2.6–8.1: U.S. History: Units 1 and 3

**H3: Understands that there are multiple perspectives and interpretations on historical events.**

**Enduring Understanding**

- ▶ (US) By analyzing and interpreting historical materials from a variety of perspectives, historians can identify multiple causal factors that shape major events in United States history.

**Components****(US) By the end of 8th grade, students will:**

H3.6–8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763–1877).

H3.6–8.5 Analyze multiple causal factors to create positions on major events in United States history (1763–1877).

**Sample Questions**

- (World/WA/US) How do multiple perspectives on a historical event shape our viewpoint of that event? How can one access multiple perspectives since not all voices are equally heard?
- (World/WA/US) What could you learn by comparing timelines of the same era made by different cultural, social, and ethnic groups? How were new migrant groups to the U.S. treated on arrival?
- (US) How do the resources we use to identify causal factors impact our perspective of a major historical event in United States history?

*Since Time Immemorial Connections*

## Middle School Curriculum

H3.6–8.1–2: U.S. History: Unit 3

H3.6–8.4–5: U.S. History: Units 1, 2, 3, and 4

#### H4: Understands how historical events inform analysis of contemporary issues and events.

##### Enduring Understanding

- ▶ (US) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States history.

##### Components

**(US) By the end of 8th grade, students will:**

H4.6–8.3 Analyze how a historical event in United States history helps us to understand contemporary issues and events.

##### Sample Questions

- (World/WA/US) How can we interpret the impact of an historical event?
- (US) How are the historical events in the United States' past linked to its present? What is the enduring legacy of marginalization of Native Americans, people of color, and of slavery?

##### *Since Time Immemorial Connections*

##### Middle School Curriculum

H4.6–8.3: U.S. History: Units 1, 2, 3, and 4