

## 8th Grade Learning Criteria for Social Studies: CIVICS

*The bold headings below summarize the broad areas of Social Studies Content Standards studied in eighth grade. The middle grades provide a bridge between the elementary and high school experiences. These standards focus on the developmental need of middle grade students: to cultivate the critical thinking skills used by social scientists through the inquiry process.*

### **Inquiry Skills**

- Developing Questions and Planning Inquiries
- Communicating Conclusions and Taking Informed Action

### **Disciplinary Concepts**

- **Civics**
  - Civic and Political Institutions
  - Participation and Deliberation: Applying Civic Virtues and Democratic Principles
  - Process, Rules, and Laws
- **Geography**
  - Geographic Representations
- **History**
  - Change, Continuity, and Context
  - Historical Sources and Evidence
  - Causation and Argumentation

Inquiry Skills (IS)		S1	S2
<i>Developing Questions and Planning Inquiries</i>			
6-8.IS.1LC	Create essential questions that consider multiple perspectives to guide inquiry about a topic.	X	
6-8.IS.MdC	Ask essential and focused questions that consider multiple perspectives and will lead to independent research.		
6-8.IS.1MC	Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.		
<i>Evaluating Sources and Using Evidence</i>			
6-8.IS.2 MdC	Determine the credibility of sources based upon their origin, authority, and context.		
6-8.IS.3 MdC	Identify evidence from multiple sources to support claims, noting any limitations of the evidence.		
<i>Communicating Conclusions and Taking Informed Action</i>			
6-8.IS.4 MCa	Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.		
6-8.IS.4 MdC	Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.		
6-8.IS.5 MdC	Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.	X	X
Disciplinary Concepts			
Civics (CV)		T1	T2
<i>Civic and Political Institutions</i>			
6-8.CV.1 MdC	Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.	X	
6-8.CV.2 MdC	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.	X	X
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>			
6-8.CV.3 MdC	Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights.	X	X
6-8.CV.4 MdC	Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States.	X	X
<i>Processes, Rules, and Laws</i>			
6-8.CV.5 MdC	Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws historic and contemporary settings.	X	X

Geography (G)		T1	T2
<i>Geographic Representations</i>			
6-8.G.1 MdC	Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	X	
History (H)		T1	T2
<i>Change, Continuity, and Context</i>			
6-8.H.1 MdC	Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.	X	
<i>Historical Sources and Evidence</i>			
6-8.H.3 MdC	Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.	X	
<i>Causation and Argumentation</i>			
6-8.H.4 MdC	Compare and contrast the central historical arguments in secondary works across multiple media.	X	