

Grade 8 Social Studies

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Students research, select, and present a position on a *current social studies issue* by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

- a. Propose and revise research questions related to a *current social studies issue*.
- b. Determine the nature and extent of information needed.
- c. Locate and access relevant information that includes multiple perspectives from varied sources.
- d. Demonstrate facility with note-taking, organizing information, and creating bibliographies.
- e. Distinguish between *primary and secondary sources*.
- f. Evaluate and verify the credibility of the information found in *print and non-print sources*.
- g. Use additional sources to resolve contradictory information.
- h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.
- i. Select a clear supportable position.
- j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a *variety of audiences*.
- k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.
- l. Use information ethically and legally.

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

- a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.
- b. Make a *real or simulated decision* related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

A3 Taking Action Using Social Studies Knowledge and Skills

Students select, plan, and implement a *civic action* or *service-learning* project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.

- a. Explain that the study of government includes the *structures* and functions of government and the political and civic activity of citizens.
- b. Analyze examples of *democratic ideals* and *constitutional principles* that include the rule of law, legitimate power, and common good.
- c. Describe the *structures* and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.
- d. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.
- e. Compare how laws are made in Maine and at the federal level in the United States.
- f. Compare the *structures* and processes of United States government with examples of other forms of government.

B2 Rights, Duties, Responsibilities, and Citizen Participation in Government

Students understand constitutional and legal *rights*, civic *duties and responsibilities*, and roles of citizens in a constitutional democracy.

- a. Explain the constitutional and legal status of "citizen" and provide examples of *rights, duties, and responsibilities* of citizens.
- b. Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.
- c. Analyze examples of the protection of rights in court cases or from current events.
- d. Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.

- a. Explain basic constitutional, political, and civic aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations.
- b. Describe the *political structures* and civic responsibilities within diverse cultures, including Maine Native Americans, various *historical and recent immigrant groups* in the United States, and various cultures in the world.

C. Economics: Students draw on concepts and processes from economics to understand issues of *personal finance* and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the *economic systems* of Maine, the United States, and various regions of the world.

- a. Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to *market economy, entrepreneurship, supply and demand, and personal finance*.
- b. Describe the functions of *economic institutions* and *economic processes* including financial institutions, businesses, government, taxing, and trade.
- c. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

- a. Describe factors in *economic development*, and how states, regions, and nations have worked together to promote economic unity and interdependence.
- b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.

- a. Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.
- b. Use the *geographic grid* and a variety of *types of maps* to gather geographic information.
- c. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of *geographic tools*.
- d. Describe the impact of change, including technological change, on the physical and cultural environment.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

- a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.
- b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

E. History: Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- b. Identify various major *historical* eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

- c. Trace and explain how the history of democratic principles is preserved in *historic symbols, monuments and traditions* important in the community, Maine, and the United States.
- d. Analyze interpretations of *historical* events that are based on different perspectives and evidence.

E2 Individual, Cultural, International, and Global Connections in History

Students understand *historical* aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

- a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.
- b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
- c. Describe major turning points and events in the history of Maine Native Americans, various *historical and recent immigrant groups* in Maine, the United States, and other cultures in the world.