

Standards By Design:

Kindergarten for Social Sciences (2011)



Social Sciences (2011)

Kindergarten

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- K.1. Compare children and families of today to those of the past.
- K.2. Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- K.3. Distinguish between past and present.
- K.4. Compare and contrast the student's own environment with the past.
- K.5. Use sense of time for planning.
- K.6. Create and explain a simple timeline of events.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- K.7. Identify and compare and contrast pictures, maps and globes.
- K.8. Describe roles of self and family members.
- K.9. Locate, identify, and describe places of importance to self, family, and school.
- K.10. Explain how people can care for the environment.

K.11. Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

K.12. Explain why rules are needed and how rules reduce conflict and promote fairness.

K.13. Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.

K.14. Distinguish between democratic methods and decisions made by authority.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

K.15. Identify various forms of money and explain how money is used.

K.16. Give examples of different jobs performed in neighborhoods.

K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.

K.18. Explain how jobs provide income.

K.19. Distinguish between wants and needs.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

K.20. Compare and contrast past and present events or practices.

Standards By Design:
First Grade for Social Sciences (2011)



Social Sciences (2011)

First Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 1.1. Describe how people live in the community.
- 1.2. Compare the ways people lived in the community in the past with the way they live in the present.
- 1.3. Identify American songs and symbols.
- 1.4. Identify people and events observed in national celebrations and holidays.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 1.5. Use terms related to time to sequentially order events that have occurred.
- 1.6. Describe how clocks and calendars are used to measure time.
- 1.7. Develop and analyze a simple timeline of important events.
- 1.8. Identify and compare historical fact and fiction in folktales and legends.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 1.9. Describe ways people celebrate their diverse cultural heritages in the community.
- 1.10. Locate and identify important places in the community (school, library, fire department, etc.).
- 1.11. Explain how seasonal changes influence activities in school and community.

1.12. Give examples of local natural resources and describe how people use them.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

1.13. Describe the responsibilities of leaders.

1.14. Describe the responsibilities of team members.

1.15. Demonstrate the ability to be both a leader and team member.

1.16. Identify the United States and Oregon flags and other symbols.

1.17. Identify and describe significant holidays.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

1.18. Explain how personal saving and spending can be used to meet short-term financial goals.

1.19. Identify sources of income (e.g., gifts, borrowing, allowance, work wages).

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

1.20. Identify cause-and-effect relationships.

1.21. Identify an issue or problem that can be studied.

Standards By Design:

Second Grade for Social Sciences (2011)



Social Sciences (2011)

Second Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.2. Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.
- 2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 2.4. Differentiate between events that happened in the recent and distant past.
- 2.5. Develop a timeline of important events in the history of the community.
- 2.6. Identify important school days, holidays, and community events on a calendar.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
- 2.8. Identify relative location of school and community in the state and nation and the world.
- 2.9. Describe physical and human characteristics of the community.

2.10. Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 2.11. Participate in rule setting and monitoring activities considering multiple points of view.
- 2.12. Identify services provided by local government.
- 2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.
- 2.15. Identify local leaders and their functions.
- 2.16. Identify ways students can have an impact in their local community.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 2.17. Explain various methods of saving and how saving can help reach financial goals.
- 2.18. Identify local businesses and the goods and services they produce.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 2.19. Describe the connection between two or more current or historical events.
- 2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.21. Evaluate information relating to an issue or problem.

Standards By Design:

Third Grade for Social Sciences (2011)



Social Sciences (2011)

Third Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): Oregon Geography and Local/Regional History

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 3.1. Describe how significant people, events and developments have shaped their own community and region.
- 3.2. Compare and contrast the history of their own community to other communities in the region.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 3.3. Apply research skills and technologies to gather information about the past in the region.
- 3.4. Describe local communities and regions past and present.
- 3.5. Explain how some sources are more useful for answering historical questions than others.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 3.6. Identify hemispheres, continents and oceans using globes and maps.
- 3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
- 3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.
- 3.9. Describe physical and human characteristics of tribal regions in Oregon and North America.

- 3.10. Identify and compare physical features of Oregon and other Northwestern states.
- 3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.
- 3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.13. Identify how people have adapted to and have changed the physical geography of the community.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 3.14. Describe how different levels of government provide services and protect citizens.
- 3.15. Describe the responsibilities of citizens in their community and state.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 3.16. Describe the relationship between producers and consumers.
- 3.17. Explain the issue of scarcity to personal, community, regional, and world resources.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.19. Identify and compare different ways of looking at an event, issue, or problem.
- 3.20. Identify how people or other living things might be affected by an event, issue, or problem.

Standards By Design:

Fourth Grade for Social Sciences (2011)



Social Sciences (2011)

Fourth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): Oregon History

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.
- 4.3. Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.
- 4.4. Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.

- 4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
- 4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.
- 4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.
- 4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 4.14. Explain the organization and functions of Oregon government.
- 4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- 4.16. Explain the process of Oregon statehood.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.
- 4.18. Identify key industries of Oregon.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 4.19. Compare eyewitness and secondhand accounts of an event.
- 4.20. Describe the sequence of events in given current and historical accounts.
- 4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.

Standards By Design:

Fifth Grade for Social Sciences (2011)



Social Sciences (2011)

Fifth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): U.S. History 1492-1786

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.
- 5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.
- 5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.
- 5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 5.7. Identify, locate, and describe places and regions in the United States.
- 5.8. Use various types of maps to describe and explain the United States.
- 5.9. Explain migration, trade, and cultural patterns in the United States.
- 5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16. Describe how national government affects local and state government.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.
- 5.18. Explain the purpose of taxes and give examples from U.S. history of their use.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

- 5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.21. Identify and study two or more points of view of an event, issue or problem.
- 5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.

Standards By Design:
Sixth Grade for Social Sciences (2011)



Social Sciences (2011)

Sixth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): World History & Geography--Western Hemisphere

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- 6.2. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- 6.3. Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 6.4. Explain how different cultures in the Western Hemisphere record history.
- 6.5. Critique information to determine if it is sufficient to answer historical questions.
- 6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.
- 6.7. Define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
- 6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

6.10. Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.

6.12 Collect and analyze data to describe regions of the Western Hemisphere.

6.13. Classify and analyze the types of connections between places in the Western Hemisphere.

6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.

6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.

6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.

6.18. Describe current forms of government in countries in the Western Hemisphere.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

6.19. Describe the role and function of prices in the economy.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

6.20. Critique information to determine if it is sufficient to answer questions.

6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.

6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.

6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).

Standards By Design:

Seventh Grade for Social Sciences (2011)



Social Sciences (2011)

Seventh Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): World History – Eastern Hemisphere

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire.

7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.

7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.

7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.
- 7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.
- 7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.
- 7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.
- 7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.
- 7.13. Describe the historical and current physical, cultural, and economic characteristics of eco-regions.
- 7.14. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.
- 7.15. Determine and explain the interdependence of people around the world during significant eras or events.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 7.16. Describe the role of citizens in various governments in the Eastern Hemisphere.
- 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.
- 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.
- 7.19. Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

7.20. Explain the concepts of “supply” and “demand” and how price allocates scarce goods.

7.21. Explain the function of imports and exports in the economy.

7.22. Explain “outsourcing” and describe the costs and benefits.

7.23. Explain the function of profit in the economy.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.

7.25. Analyze evidence from multiple sources including those with conflicting information.

Standards By Design:

Eighth Grade for Social Sciences (2011)



Social Sciences (2011)

Eighth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): U.S. History – 1765 - Reconstruction

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 8.1. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- 8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.
- 8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.
- 8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.
- 8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.
- 8.8. Evaluate information from a variety of sources and perspectives.
- 8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 8.10. Interpret maps to identify growth and development of the United States.
- 8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.
- 8.12. Investigate how differing geographic perspectives apply to issues in U.S. History.
- 8.13. Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 8.14. Explain rights and responsibilities of citizens.
- 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.
- 8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.
- 8.17. Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.
- 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.
- 8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.
- 8.20. Analyze the changing definition of citizenship and the expansion of rights.
- 8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

8.22. Distinguish among tariffs, quotas, and government policies as means to regulate trade.

8.23. Describe how industrialization changes production and how it creates shifts in the market.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.

8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.

8.26. Examine a controversial event, issue, or problem from more than one perspective.

8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.

8.28. Investigate a response or solution to an issue or problem and support or oppose, using research.