

Grade 8: North Carolina & American History
(Colonial Era-Present)

NCGuidance from NC DPI's Parent Guide	
HISTORY STRAND	
<p style="text-align: center;">Understandings What will students learn (6-8)</p> <hr/> <ul style="list-style-type: none"> Individuals and groups can cause change in a society through the influence of ideas, technology, and cooperative efforts Individuals may often overcome oppression and injustice through resistance and resilience Technology and innovation contribute to change in societies 	<p style="text-align: center;">Assessment Examples What students should be able to do (6th grade)</p> <hr/> <p>Students are assigned a person who contributed to the development of North Carolina or the United States. Students create a short one-page resume that lists all the ways the person impacted North Carolina or the United States.</p>
GEOGRAPHY STRAND	
<p style="text-align: center;">Understandings What will students learn (6-8)</p> <hr/> <ul style="list-style-type: none"> Location and place may impact the movement and migration of people The development of civilizations and societies impacts the environment 	<p style="text-align: center;">Assessment Examples What students should be able to do (6th grade)</p> <hr/> <p>Students annotate a topographical map of North Carolina in a way that summarizes three human characteristics and three physical characteristics of each region</p>
ECONOMICS STRAND	
<p style="text-align: center;">Understandings What will students learn (6-8)</p> <hr/> <ul style="list-style-type: none"> Economic factors and decisions impact economic systems, societies, individuals, communities, and businesses Industry and trade impact the economy and economic growth and decline 	<p style="text-align: center;">Assessment Examples What students should be able to do (6th grade)</p> <hr/> <p>Students create their own scenarios of financial decision-making. The students must tell how the economic decision impacts the economy.</p>
CIVICS & GOVERNMENT STRAND	
<p style="text-align: center;">Understandings What will students learn (6-8)</p> <hr/> <ul style="list-style-type: none"> Beliefs and ideas help shape government and society Governments can be based on the ideals and beliefs of the society from which they form or from outside influences 	<p style="text-align: center;">Assessment Examples What students should be able to do (6th grade)</p> <hr/> <p>Students watch a video or read about the preamble of the United States' Constitution and summarize the democratic ideals with a storyboard or series of political cartoons.</p>

Visit NC DPI to view state standards.

BEHAVIORAL SCIENCE STRAND

Understandings

What will students learn (6-8)

- Identity, values, and beliefs contribute to the cultural development of states, nations, and civilizations

Assessment Examples

What students should be able to do (6th grade)

Students compare and contrast communication styles of various regional, social, ethnic, and racial groups to understand how such communication has contributed to the development of North Carolina and the nation.

GCS Curriculum Overview

INQUIRY INDICATORS From NC Standards

Continued Skills

Gathering and Evaluating Sources

Analyze details, central ideas, and inferences from sources using discipline-specific strategies.

Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

Developing Claims and Using Evidence

Identify evidence that draws information from multiple perspectives.

Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

Communicating Ideas

Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail

Construct responses to supporting and opposing perspectives supported by evidence.

Taking Informed Action

Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues

New Skills

Compelling Questions

Construct a compelling question through a disciplinary lens individually and with peers

Supporting Questions

Construct supporting questions based upon disciplinary concepts.

Communicating Ideas

Determine the credibility of disciplinary arguments of peers.

Taking Informed Action

Use a range of civic approaches to address problems being investigated

UNITS OF STUDY

Unit 1: Exploration & Colonization
Unit 2: American Revolution
Unit 3: Constitutional Foundations
Unit 4: NC & National Expansion
Unit 5: Civil War & Reconstruction

Unit 6: Industrialization & Immigration
Unit 7: WWI & The Roaring Twenties
Unit 8: The Great Depression & WWII
Unit 9: Post-war Politics & Society
Unit 10: Modern America (1970-Present)