
Coal City Unit District #1
Eighth Grade
Social Studies Curriculum

SS.8:1 **Students will demonstrate an understanding of historical perspectives, historical change and continuity, and historical causation and argumentation while evaluating historical sources and evidence. (SS.H.1-4.6-8)**

- SS.8:1-1 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. (MC)
- SS.8:1-2 Analyze how people’s perspectives influenced what information is available in the historical sources they created. (MC)
- SS.8:1-3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- SS.8:1-4 Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. (MC)
- SS.8:1-5 Organize applicable evidence into a coherent argument about the past. (MC)

SS.8:2 **Students will demonstrate an understanding of civics and political systems, processes, and laws with an emphasis on the United States. (SS.CV.1-4.6-8)**

- SS.8:2-1 Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.(MC)
- SS.8:2-2 Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.(MC)
- SS.8:2-3 Compare the means by which individuals and groups change societies, promote the common good, and protect rights.(MC)
- SS.8:2-4 Critique deliberative processes used by a wide variety of groups in various settings.(MC)
- SS.8:2-5 Develop procedures for making decisions in historic and contemporary setting. (e.g. school, civil society, local, state, national government) (MC)

- SS.8.3 Students will demonstrate an understanding of economic decision making, exchanges and markets, and the national and global economy. (SS.EC.1-3.6-8)**
- SS.8:3-1 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.(MC)
 - SS.8:3-2 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.(MC)
 - SS.8:3-3 Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.(MC)
- SS.8.4 Students will demonstrate an understanding of geographic representations. (SS.G.1-2.6-8)**
- SS.8:4-1 Construct different representations to explain the spatial patterns of cultural and environmental characteristics. (MC)
 - SS.8:4-2 Evaluate how cultural and economic decisions influence environments and daily lives of people in both nearby and distant places. (MC)
- SS.8.5 Students will demonstrate an understanding of using inquiry skills by critiquing the structure and credibility of arguments and explanations, and assessing actions to solve problems. (SS.IS 1-4.6-8)**
- SS.8:5-1 Create essential questions to help guide inquiry about a topic. (MC)
 - SS.8:5-2 Ask essential and focusing questions that will lead to independent Research. (MC)
 - SS.8:5-3 Determine sources representing multiple points of view that will assist in organizing a research plan. (MC)
 - SS.8:5-4 Gather relevant information from credible sources and determine whether they support each other. (MC)
 - SS.8:5-5 Develop claims and counterclaims while pointing out the strengths and weaknesses of both. (MC)
 - SS.8:5-6 Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. (MC)
 - SS.8:5-7 Critique the structure/credibility of arguments and explanations. (MC)
 - SS.8:5-8 Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts. (MC)