



Colorado Academic Standards for Social Studies
Priority Standards: Grade 8

Grade.Standard.Grade Level Expectation.Evidence Outcome

Standard 1: History

Prepared Graduates 1: Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

8.1.1: Investigate and evaluate primary and secondary sources about United States history from the American Revolution through Reconstruction to formulate and defend a point of view with textual evidence.

8.1.1.b: Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.

8.1.1.d: Construct a written historical argument supported by evidence demonstrating the use or understanding of primary and secondary sources.

Prepared Graduates 2: Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

8.1.2: The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction.

8.1.2.a: Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives. For example: grievances from the colonists against Parliament, the Constitutional Convention, causes and effects of the Civil War.

8.1.2.d: Evaluate the impact of gender, age, ethnicity and class during this time period and the impact of these demographic groups on the events of the time period.

8.1.2.f: Analyze ideas that are critical to the understanding of American history. For example: ideals involved in major events and movements, such as representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism

Standard 2: Geography

Prepared Graduates 3: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

8.2.1: Use geographic tools to research and analyze patterns in human and physical systems in the United States.

8.2.1.a: Interpret maps and other geographic tools as a primary source to analyze a historic issue

8.2.1.d: Explain the establishment of human settlements in relationship to physical attributes and important regional connections.

Prepared Graduates 4: Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

8.2.2: Competition for control of space and resources in early American History.

8.2.2.c: Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, access, and sovereignty.

Standard 3: Economics:

Prepared Graduates 4: Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

8.3.1: Economic freedom, including free trade was important for economic growth in early American History.

8.3.1.a: Give examples of international and regional differences in resources, productivity, and costs that provide a basis for trade.

8.3.1.c: Explain effects of domestic policies on international trade.

8.3.1.d: Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers

Prepared Graduates 6: Apply economic reasoning skills to make informed personal financial decisions (PFL).

8.3.2: Examine the role of consumer decisions and taxes within the market economies of early American History (PFL).

8.3.2.d: Analyze the impact of taxes on the people of the United States over time.

Standard 4: Civics

Prepared Graduates 7: Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

8.4.1: Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

8.4.1.a: Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.

8.4.1.b: Analyze the changing definition of citizenship and give examples of the expansion of rights.

8.4.1.c: Describe examples of citizens and groups who have influenced change in United States government and politics. For example: Women, American Indians, African Americans, and people in the unsettled territories.

8.4.1.e: Analyze primary sources supporting democratic freedoms and the founding of our government. For example: The Declaration of Independence, Constitution, and Bill of Rights; and explain how they provide for both continuity and change

Prepared Graduates 8: Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

8.4.2: The purpose and place of rule of law in a constitutional system

8.4.2.d: Explain the role and importance of the Constitution.

8.4.2.e: Discuss the tensions between individual rights, state law, and national law.

8.4.2.f: Explain how the state and federal courts' power of judicial review is reflected in the United States' form of constitutional government.