



8th Grade Instructional Blueprint and Supporting Documents

- [Instructional Blueprint](#)
- [6-8 Strand Alignment and Inquiry Strand](#)
 - Resource Websites
- [Quarter One Guides](#)
- [Quarter Two Guides](#)
- [Quarter Three Guides](#)
- [Quarter Four Guides](#)

8th Grade Instructional Blueprint

The major focus of this course is North Carolina state history with the integration of local and national history. Students will begin with a review of the major ideas, events, and cultures preceding the foundation of North Carolina and the United States from the Colonial Era to contemporary times. Students will understand the relationship of geography, events, and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States. Please refer to the [8th Grade Unpacking Document](#) for more support.

Unit Title	Social Studies 101 – 5 Days	Exploration and Colonization – 10 Days	The Spirit of Independence – 15 Days	Birth a New Nation – 10 Days	Expansion – 15 Days	Civil War – 15 Days	Reconstruction – 10 Days
Aligned Priority Objectives	Inquiry Strand 8.B.1.1 8.G.1.2 8.G.1.5	Inquiry Strand 8.B.1.1 8.B.1.2 8.G.1.1 8.E.1	Inquiry Strand 8.C&G.1.1 8.C&G.1.2 8.E.1.2 8.E.1.3 8.H.1.1 8.H.1.2 8.H.1.4	Inquiry Strand 8.C&G.1.1 8.C&G.1.3 8.C&G.1.4 8.C&G.1.5 8.H.1.1 8.H.1.2	Inquiry Strand 8.G.1.1 8.G.1.2 8.G.1.3 8.G.1.4 8.G.1.5	Inquiry Strand 8.B.1.1 8.B.1.2 8.C&G.1.3 8.C&G.1.5 8.C&G.2.1 8.C&G.2.2 8.H.1.3 8.H.1.4	Inquiry Strand 8.C&G.1.3 8.C&G.1.5 8.C&G.2.1 8.C&G.2.2 8.H.1.3 8.H.1.4
Unit Title	Growth of Urbanization – 15 Days	Imperialism and WWI – 15 Days	20s, 30s, and 40s: World in Crisis – 15 Days	Cold War – 15 Days	Civil Rights Movement – 15 Days	Contemporary North Carolina and America – 15 Days	Modern North Carolina and America – 15 Days
Aligned Priority Objectives	Inquiry Strand 8.E.1.1 8.E.1.2 8.E.1.3 8.H.2.1 8.H.2.2	Inquiry Strand 8.H.1.1 8.G.1.5	Inquiry Strand 8.E.1.4 8.E.1.1 8.H.1.1 8.H.2.2 8.H.2.3	Inquiry Strand 8.H.1.1 8.H.2.2 8.H.2.1	Inquiry Strand 8.C&G.1.5 8.C&G.2.1 8.C&G.2.2 8.H.1.3 8.H.1.4	Inquiry Strand 8.H.2.2 8.E.1.1	Inquiry Strand 8.H.1.4 8.E.1.2 8.H.2.1 8.E.1.4

[Quarter One Guides and NC Textbook Links](#)

[Quarter Two Guides and NC Textbook Links](#)

[Quarter Three Guides and NC Textbook Links](#)

[Quarter Four Guides and NC Textbook Links](#)

6-8 Strand Alignment – Use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
<p>GRADE 6-8 Concepts</p> <ul style="list-style-type: none"> • Cause • Civilization • Impact/Influence • Perspective/Historical Perspective • Narrative • Growth • Group • Innovation <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Cause • Impact/Influence • Perspective <p>Understandings</p> <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>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 6 and Grade 7, expect students to continue to build upon the use of primary and secondary sources by 	<p>GRADES 6-8: Concepts</p> <ul style="list-style-type: none"> • Civilization • Society • Movement • Settlement • Migration • Environment <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Movement • Migration • People • Location • Place • Environment <p>Understandings</p> <ul style="list-style-type: none"> • Location and place may impact the movement and migration of people. • The development of civilizations and societies impact the environment. 	<p>GRADES 6-8 Concepts</p> <ul style="list-style-type: none"> • Network • System • Economic Activity • Economic System • Financial Practice • Economic Decision • Competition • Growth • Decline • Business • Industry • Trade <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Trade • Growth • Decline • Economic Decision • Economic System <p>Understandings</p> <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>Grades 6-8 Concepts</p> <ul style="list-style-type: none"> • Structure • Origins or Founding • Laws • Religious Beliefs • Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Origin/Founding • Structure • Function • Government <p>Understandings</p> <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>Grades 6-8 Concepts</p> <ul style="list-style-type: none"> • Tradition • Identity • Values • Beliefs • Culture • Religion • Civilization • Equality • Inclusivity • Religion <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Values • Beliefs • Individual • Group • Society • Equality <p>Understandings</p> <ul style="list-style-type: none"> • Identity, values, and beliefs contribute to the cultural development of states, nations, and civilizations.

beginning to learn how to use competing historical narratives to interpret perspective. ● All students in grades 6-8 should be able to construct arguments consisting of multiple claims, with evidence from sources and attention to disciplinary detail.				
---	--	--	--	--

6-8 Inquiry Standards

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 6-8	
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.	
Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas and inferences from sources using discipline-specific strategies
	I.1.4 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	I.1.5 Identify evidence that draws information from multiple perspectives
	I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail
	I.1.8 Construct responses to supporting and opposing perspectives supported by evidence
	I.1.9 Determine the credibility of disciplinary arguments of peers
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues
	I.1.11 Use a range of civic approaches to address problems being investigated

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that could be useful.	World History	American History	Civics and Economics and Civic Literacy	North Carolina History (with an Onslow County splash)	Sociology and Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Peardeck Wakelet National Geographic Graphic Organizers DocsTeach	Ducksters Eyewitness to History Stanford History Education Group NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology	America in Class Founders Online American Battlefield Trust Digital History Making of America Smithsonian National Park Service Teaching American History Gilder Lehrman	Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries Judicial Learning Center National Constitution Center	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources	American Sociological Association Sociology Central Institute of Social Research American Psychological Association	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning	Personal Finance Literacy Resources North Carolina Council on Economic Finance

ClassFlow StartSOLE C3 Inquiries History Labs Newsela Edulastic EdPuzzle CommonLit Discovery Education Actively Learn	Carolina Navigators UNC World View	Institute of American History Carolina K-12 Teaching with Primary Sources Spy Museum Library of Congress Jamestown and the American Revolution					
--	---	---	--	--	--	--	--

Quarter 1:

- [Social Studies 101](#)
- [Exploration and Colonization](#)
- [The Spirit of Independence](#)
- [Birth of a New Nation](#)

Use [Social Studies 8th Grade Unpacking Document](#) for extra support.

[NCDPI 8th Grade Digital Resource](#)

North Carolina Digital Textbook Chapters to Support this Quarter:

- [Two Worlds: Prehistory, Contact, and the Lost Colony](#)
- [Colonial North America](#)
- [Revolutionary North Carolina](#)
- [Early National](#)
- [Antebellum](#)

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)

Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>I.1.3 - Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p> <p>I.1.4 - Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p> <p>I.1.5 - Identify evidence that draws information from multiple perspectives</p> <p>8.B.1.1 - Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.</p> <p>8.G.1.2 - Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.</p> <p>8.G.1.5 - Explain how geographic expansion has impacted the development of North Carolina and the nation.</p>	Content Sources		Sample Learning Targets
	<ul style="list-style-type: none"> Stanford History Education Group (will need to make an account) NCPedia Geography 		<ol style="list-style-type: none"> I can identify the major geographic features of North Carolina and the United States using maps and charts. I can interpret the meaning of a primary source using evidence from the source. I can explain how to analyze a primary source and a secondary.
			Possible Key Terms/Topics
			<ul style="list-style-type: none"> region resources (natural) perspective primary source secondary source bias credibility reliability validity context

Unit Two Guide: Exploration and Colonization – 10 Days[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p> <p>I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p> <p>I.1.5 Identify evidence that draws information from multiple perspectives</p> <p>I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.</p> <p>I.1.8 Construct responses to supporting and opposing perspectives supported by evidence.</p> <p>8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.</p> <p>8.B.1.2 Explain how cultural values, practices, and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.</p> <p>8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation.</p> <p>8.E.1 Understand the economic development of North Carolina and the nation.</p>	This unit allows students to understand exploration and the colonization of the North American continent by European powers. Students will also understand that the American colonies were already inhabited by the Native Americans and that enslaved Africans were brought to the colonies. Understanding these facts will help students to determine how different groups of people helped to shape North Carolina and the United States.		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none">• Two Worlds: Prehistory, Contact, and the Lost Colony• Colonial North America <p>Discovery Education – Colonization and Settlement</p> <p>Actively Learn – European Exploration and Colonization</p>	<ol style="list-style-type: none">1. I can identify ways the cultural, political, economic, and social systems of Native communities shaped the development of North Carolina and the US.2. I can explain how geographic factors affected settlement in the New England, Middle, and Southern colonies.3. I can compare the political, cultural, and economic features of the Southern, Middle, and New England colonies.4. I can identify the cause of conflict in the colonies due to different groups interacting with one another.	<ul style="list-style-type: none">• Motivation for Colonization• Indigenous Peoples• Lost Colony• Jamestown• House of Burgesses• Tuscarora War• Different Colony Types• Charter• Powhatan Confederacy• Cash Crops• Plantations• Triangular Trade

Unit Three Guide: The Spirit of Independence – 15 Days			Back to Pacing Glance
Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government.</p> <p>8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.</p> <p>8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.</p> <p>8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation.</p> <p>8.E.1.3 Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.</p> <p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.</p> <p>8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.</p> <p>8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.</p>	<p>This unit allows students to see the connections between colonies and how this leads to the colonies declaring independence from Great Britain. Students will understand the need for change and the steps taken to get that change. These understandings will lead to the knowing the basis of government and democratic ideals.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none">• Colonial North America• Revolutionary North Carolina <p>Discovery Education – American Revolution and a New Nation</p> <p>Actively Learn – American Revolution</p>	<ol style="list-style-type: none">1. I can explain how the economic relationship between Great Britain and its colonies led to conflict.2. I can identify the steps taken by the American colonies to declare independence from Great Britain.3. I can determine why the colonies decided to declare independence from Great Britain.4. I can compare how different groups of colonists chose to defend their rights.	<ul style="list-style-type: none">• Mercantilism• Navigation Acts• salutary neglect• French and Indian War• Middle Passage• Triangular Trade• Proclamation of 1763• writs of assistance• Stamp Act• Sugar Act• Tea Act• Boston Massacre• Boston Tea Party• Townshend Acts• Coercive (Intolerable) Acts• Edenton Tea Party• Non-Importation Societies• Sons of Liberty• Olive Branch Petition• Mecklenburg Resolves• Halifax Resolves• Declaration of Independence• Battles• Treaty of Paris• Continental Congress

Unit Four Guide: Birth of a New Nation – 10 Days
[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p> <p>I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p> <p>I.1.5 Identify evidence that draws information from multiple perspectives.</p> <p>I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.</p> <p>C&G.1.1 Summarize the democratic ideals outlined in the founding documents of the state and national government.</p> <p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.</p> <p>H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.</p> <p>8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.</p> <p>C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.</p> <p>C&G.1.4 Compare different perspectives on the role of state, national, and tribal governments.</p>	<p>Students in the previous unit traced the steps the American colonies took to claim independence from Great Britain. This unit is a direct continuation and students will make connection between colonies declaring independence and forming a new nation. Students will understand both the Articles of Confederation and the US Constitution. Students will also understand the basis of government and the democratic ideals it was built on.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • Early National • Antebellum <p>Actively Learn: Creating a Constitution</p> <p>Actively Learn: Early Republic</p>	<ol style="list-style-type: none"> 1. I can explain the set up and functions of the initial governments of the United States. 2. I can understand the major problems of the Articles of Confederation. 3. I can compare the Constitution to the Articles of Confederation and how well did the Constitution address the problems of the Articles of Confederation. 4. I can compare the different perspectives on the roles of state and national governments. 5. I can explain how compromise played a role in the creation of the government. 6. I can summarize how the choices by the Founding Fathers impact us today. 7. I can compare the NC Constitution to the US Constitution. 8. I can identify how the Supreme Court and their decisions are directly linked to the Constitution. 	<ul style="list-style-type: none"> • Delegate • Legislative • Executive • Judicial • $\frac{3}{5}$ Compromise • Great Compromise • Virginia Plan • New Jersey Plan • bicameral • Federalism • concurrent • Electoral College • Articles • amendments • Bill of Rights • Checks and Balances • Separation of Powers • House of Representatives • Senate • rights • freedoms • Sectionalism • big states vs small states • free states v slave states • Federalists • Anti-Federalists • representative government • veto • confederation • Articles of Confederation • Shays Rebellion

Quarter 2

- [Expansion](#)
- [Civil War](#)
- [Reconstruction](#)
- Growth of Urbanization

Use [Social Studies 8th Grade Unpacking Document](#) for extra support.

[NCDPI 8th Grade Digital Resource](#)

North Carolina Digital Textbook Chapters to Support this Quarter:

- [Antebellum](#)
- [Civil War and Reconstruction](#)
- [North Carolina in the New South](#)

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)

Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

Unit Five Guide: Expansion – 15 Days		Back to Pacing Glance	
Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.G.1.1 - Summarize the human and physical characteristics of North Carolina and the nation.</p> <p>8.G.1.2 - Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.</p> <p>8.G.1.3 - Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.</p> <p>8.G.1.4 - Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.</p> <p>8.G.1.5 - Explain how geographic expansion has impacted the development of North Carolina and the nation.</p>	<p>In this unit students are seeing the growth of North Carolina and United States. Students will see how expansion and reform during this time period leads to conflict among the states which sets the stage for the American Civil War.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Early National Antebellum</p> <p>Reed Gold Mine</p> <p>Discovery Education: Expansion and Reform</p> <p>Actively Learn: Industry and Expansion</p>	<ul style="list-style-type: none">• I can explain the desire for land and resources that led to the expansion of the United States.• I can explain how expansion led to conflicts within NC and the United States• I can explain key events and people of the expansion era.• I can analyze the 1835 North Carolina Constitution and explain its importance.	<ul style="list-style-type: none">• Louisiana Purchase• War of 1812• Impressment• Cherokee• Indian Removal• Trail of Tears• Slave labor• Free labor• Rip Van Winkle State• Underground Railroad• Monroe Doctrine• Manifest Destiny• Missouri Compromise• Compromise of 1850• Fugitive Slave Law• Kansas Nebraska Act• Lewis and Clark• Dolly Madison• Andrew Jackson• Thomas Day• Omar ibn Said• David Walker• Harriet Jacobs• Dorothea Dix• Harriet Tubman• George Moses Horton• Sequoyah

Unit Six Guide: Civil War – 15 Days		Back to Pacing Glance	
Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.B.1.1 - Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation</p> <p>8.B.1.2 - Explain how cultural values, practices, and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation</p> <p>8.C&G.1.3 - Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals</p> <p>8.C&G.1.5 - Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation</p> <p>8.C&G.2.1 - Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation</p> <p>8.C&G.2.2 - Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation</p> <p>8.H.1.3 - Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time</p> <p>8.H.1.4 - Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation</p>	<p>In this unit, students will reflect on previous unit knowledge to trace the causes of the American Civil War. Students will see how North Carolina participated in the war and key people and events of the American Civil War.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Civil War and Reconstruction</p> <p>Discovery Education: Civil War and Reconstruction</p> <p>Actively Learn: Civil War and Reconstruction</p>	<ul style="list-style-type: none">• I can identify key people and events of the American Civil War period.• I can analyze North Carolina participation in the American Civil War.• I can understand how change and reform led to the American Civil War.• I can understand how conflict led to the development of NC and the United States during the American Civil War.	<ul style="list-style-type: none">• Secede/secession• Civil War• Fort Sumter• Dred Scott Decision• Border States• Gettysburg Address• Emancipation Proclamation• Appomattox Courthouse• Battle of Roanoke Island• Battle of Fort Fisher• Battle of Bentonville• Bennett Place• Abraham Lincoln• Jefferson Davis• Robert E. Lee• Ulysses S. Grant• William T. Sherman• Andrew Johnson• Henry Berry Lowry

Unit Seven Guide: Reconstruction– 10 Days[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.C&G.1.3 - Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals</p> <p>8.C&G.1.5- Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation</p> <p>8.C&G.2.1 - Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation</p> <p>8.C&G.2.2 - Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation</p> <p>8.H.1.3 - Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time</p> <p>8.H.1.4 - Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation</p>	<p>This unit is a continuation of the previous unit. Reconstruction focuses on the immediate time period after the American Civil War. North Carolina and the United States face challenges of conflict and cooperation in the political and social realms. The United States Constitution is amended to reflect the new freedoms of emancipated African Americans.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Civil War and Reconstruction</p> <p>Discovery Education: Civil War and Reconstruction</p> <p>Actively Learn: Civil War and Reconstruction</p>	<ul style="list-style-type: none">• I can explain the process of how states left the union and rejoined the union during Reconstruction• I can analyze the access to democratic freedoms during Reconstruction	<ul style="list-style-type: none">• Constitutional Amendment• 13th Amendment• 14th Amendment• 15th Amendment• Freedmen's Bureau• Presidential Reconstruction• Congressional Reconstruction• Carpetbaggers• Scalawags• Black Codes• Jim Crow laws• Compromise of 1877• Impeach

Unit Eight Guide: Growth of Urbanization – 15 Days[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.C&G.1.5- Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation</p> <p>8.C&G.2.1 - Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation</p> <p>8.E.1.1 - Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation</p> <p>8.E.1.2 - Explain how industry and trade impact the economy and people of North Carolina and the nation</p> <p>8.E.1.3 - Distinguish the role women, indigenous groups, and racial minorities played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility</p> <p>8.H.2.1 - Explain how innovation and technology have contributed to change in North Carolina and the nation</p> <p>8.H.2.2 - Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation</p>	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>North Carolina and the New South</p> <p>Discovery Education: Development of the Industrial U.S.</p> <p>Actively Learn: Gilded Age and Progressive Era</p> <p>Common Lit: The Progressive Era</p> <p>Common Lit: The Gilded Age</p> <p>Common Lit: Immigration</p>	<ul style="list-style-type: none">• I can understand how democratic principles were extended to people during the Industrial Age• I can evaluate the effectiveness of the constitutional and societal reforms.• I can understand how the innovation of the Industrial Age led to changes in daily life for NC and the United States.	<ul style="list-style-type: none">• Sharecropping• Industrialization• Mill villages• Populism• Industry• Labor• Unions• Andrew Carnegie• John D. Rockefeller• James Buchanan "Buck" Duke• George Vanderbilt• Wilmington Massacre• Pepsi• Plessy v. Ferguson• Homestead Strike• Standard Oil• Thomas Edison• Transcontinental Railroad• Immigration• Push Pull Factors

Quarter 3

- [Imperialism and World War I](#)
- [20s, 30s, and 40s: World in Crisis](#)
- [Cold War](#)

Use [Social Studies 8th Grade Unpacking Document](#) for extra support.

[NCDPI 8th Grade Digital Resource](#)

North Carolina Digital Textbook Chapters to Support this Quarter:

- [North Carolina in the New South](#)
- [North Carolina in the Early 20th Century](#)
- [The Great Depression and World War II](#)
- [Post War North Carolina](#)

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)

Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.G.1.5 Explain how geographic expansion has impacted the development of North Carolina and the nation.</p> <p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.</p>			
	<p>Content Sources</p> <p>North Carolina in the Early 20th Century</p> <p>Actively Learn: Gilded Age and Progressive Era</p> <p>Actively Learn: U.S. Involvement in WWI</p> <p>Discovery Education: World War I</p> <p>Common Lit: World War I</p>	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can explain how U.S. involvement in imperialism affected NC and the US development. I can explain the causes and effects of World War I on NC and the US. 	<p>Possible Key Terms/Topics</p> <ul style="list-style-type: none"> Spanish American War Imperialism Advancements in Technology Camp Bragg Flu Epidemic of 1918 Lusitania U-Boats Causes of World War One President Woodrow Wilson League of Nations Fourteen Points Isolationism Treaty of Versailles

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.</p> <p>8.E.1.4 Exemplify ways personal financial decision making influences the economy.</p> <p>8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.</p> <p>8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.</p> <p>8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.</p>	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>North Carolina in the Early 20th Century</p> <p>The Great Depression and World War II</p> <p>Actively Learn: Roaring Twenties</p> <p>Actively Learn: Great Depression</p> <p>Actively Learn: U.S. Involvement in WWII</p> <p>Discovery Education: Roaring Twenties</p> <p>Discovery Education: The Great Depression</p> <p>Discovery Education: World War II</p> <p>Common Lit: The Great Depression</p> <p>Common Lit: World War II</p> <p>Common Lit: The Holocaust</p>	<ul style="list-style-type: none"> I can explain how the economic growth of the 20s affected NC and the US. I can exemplify ways the personal financial choices of citizens led to the Great Depression. I can identify major figures of history during the Great Depression and World War II. 	<ul style="list-style-type: none"> Suffrage Regulation Income Tax Progressive Era Urbanization Corporation Monopoly Antitrust Prohibition Immigration Wilbur & Orville Wright Susan B. Anthony Elizabeth C. Stanton Langston Hughes Zora Neale Hurston Charlotte Hawkins Brown Harlem Renaissance Roaring 20s Economic depression Stock Market New Deal Dust Bowl Isolationism Pearl Harbor Japanese Internment Korematsu v. United States Propaganda Battleship USS North Carolina U Boats Torpedo Junction Camp Lejeune D-Day Atomic Bomb The Holocaust Israel Franklin D. Roosevelt Eleanor Roosevelt Adolf Hitler Joseph Stalin

			<ul style="list-style-type: none">• Benito Mussolini• Hideki Tojo• Emperor Hirohito• Winston Churchill• Harry S. Truman
--	--	--	---

Unit Eleven Guide: Cold War – 15 Days		Back to Pacing Glance	
Priority Objectives	Overview		
Inquiry Strand 8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation. 8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation. 8.H.2.1 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.			
	Content Sources Postwar North Carolina Actively Learn: American Cultural Shifts Actively Learn: U.S. Involvement in the Cold War Discovery Education: Cold War Common Lit: The Cold War	Sample Learning Targets <ul style="list-style-type: none">I can explain the origins of the Cold War.I can explain the influence the Cold War still has on NC and the US today.	Possible Key Terms/Topics <ul style="list-style-type: none">Cold WarCommunismContainmentSpace RaceGI BillInterstate Highway SystemResearch Triangle ParkJohn F. KennedyLyndon B. JohnsonRichard M. NixonSputnik and Explorer

Quarter 4

- [Civil Rights Movement](#)
- [Contemporary North Carolina and America](#)
- [Modern North Carolina and America](#)

Use [Social Studies 8th Grade Unpacking Document](#) for extra support.

[NCDPI 8th Grade Digital Resource](#)

North Carolina Digital Textbook Chapters to Support this Quarter:

- [Postwar North Carolina](#)
- [Recent North Carolina](#)

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)

Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

Unit Twelve Guide: Civil Rights Movement		Back to Pacing Glance	
Priority Objectives	Have ideas for this unit?		
Inquiry Strand 8.C&G.2.1 - Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation 8.C&G.2.2 - Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation 8.H.1.3 - Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time 8.H.1.4 - Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation .	Complete this form to submit feedback and lesson plan ideas!		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	Postwar North Carolina Actively Learn: Civil Right Movement Discovery Education: Civil Rights Movement Common Lit: Civil Rights Movement Literacy Connections: Writing in Social Studies Reading in Social Studies Instructional Framework High-Yield Strategies Need more literacy connection ideas? Email Hannah Hill for more!	<ul style="list-style-type: none">• I can explain how the Civil Rights Movement was influenced by previous historical events.• I can understand the role of major historical figures of the Civil Rights Movement.	<ul style="list-style-type: none">• Civil Rights Movement• Segregation• Desegregation• Brown v. Board of Education• Wilmington 10• Battle of Hayes Pond• Swann vs. Charlotte-Mecklenburg BOE• Voting Rights Act• Civil Rights Act• Greensboro Four• Ella Baker

Unit Thirteen and Fourteen Guides: Contemporary and Modern NC and US		Back to Pacing Glance
Priority Objectives	Have ideas for this unit?	
<p>Inquiry Strand</p> <p>8.H.1.4 - Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation</p> <p>8.H.2.1 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.</p> <p>8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.</p> <p>8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.</p> <p>8.E.1.2 - Explain how industry and trade impact the economy and people of North Carolina and the nation</p> <p>8.E.1.4 Exemplify ways personal financial decision making influences the economy.</p>	Complete this form to submit feedback and lesson plan ideas!	
	Content Sources	Possible Key Terms/Topics
	<p>Recent North Carolina</p> <p>Actively Learn: America in a Global World</p> <p>Literacy Connections:</p> <p>Writing in Social Studies Reading in Social Studies Instructional Framework High-Yield Strategies</p> <p>Need more literacy connection ideas? Email Hannah Hill for more!</p>	<ul style="list-style-type: none"> • 9/11 Attacks • Osama bin Laden • Terrorism • Medicaid • Hurricane Floyd • Ronald Reagan • George W. Bush • Barack Obama • Donald Trump • Jim Hunt • Eva Clayton • Beverly Perdue • Elizabeth Dole • Loretta Lynch • Bob Steinburg • Bobby Hanig • Greg Murphy • Thom Tillis • Richard Burr • Roy Cooper

8th Grade Aligned Standards for ELA Informational, Writing, and 2021 Social Studies Standards

Links for NCDPI Standards Unpacking Documents

[8th Grade English/Language Arts](#)

[8th Grade 2021 Social Studies](#)

**Please refer to the documents for further standard/objective
breakdown and in class examples.**

**8th Grade ELA Informational and Writing Priority Standards are
Bolded**

**All Social Studies Inquiry Standards help to support the
content standards and should be integrated throughout.**

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
RI.8.1 - Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. <p>Inquiry Strand – Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> I.1.5 – Identify evidence that draws information from multiple perspectives I.1.6 – Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources <p>Inquiry Strand – Communicating Ideas</p> <ul style="list-style-type: none"> I.1.7 – Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail I.1.8 – Construct responses to supporting and opposing perspectives supported by evidence I.1.9 – Determine the credibility of disciplinary arguments of peers
RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. <p>Inquiry Strand – Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> I.1.5 – Identify evidence that draws information from multiple perspectives I.1.6 – Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
RI.8.3 - Analyze how a text makes connections among and distinctions		<p>Inquiry Strand – Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> I.1.5 – Identify evidence that draws information from multiple perspectives

<p>between individuals, ideas, or events.</p> <p>RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (continued)</p>	<p>W.8.4 - Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • I.1.6 – Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources <p>Inquiry Strand – Communicating Ideas</p> <ul style="list-style-type: none"> • I.1.7 – Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail • I.1.8 – Construct responses to supporting and opposing perspectives supported by evidence • I.1.9 – Determine the credibility of disciplinary arguments of peers <p>8.B.1 – Analyze the impact of group behavior on the development of North Carolina and the nation</p> <ul style="list-style-type: none"> • 8.B.1.1 – Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation • 8.B.1.2 – Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation. <p>8.C&G.1 – Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation</p> <ul style="list-style-type: none"> • 8.C&G.1.1 – Summarize the democratic ideals outlined in the founding documents of the state and national government • 8.C&G.1.3 – Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals • 8.C&G.1.4 – Compare different perspectives on the role of state, national, and tribal governments • 8.C&G.1.5 – Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation <p>8.C&G.2 – Evaluate the effectiveness of societal reforms</p> <ul style="list-style-type: none"> • 8.C&G.2.1 – Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation <p>8.E.1 – Understand the economic development of North Carolina and the nation</p>
--	--	--

<p>RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (continued)</p>		<ul style="list-style-type: none"> • 8.E.1.1 – Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation • 8.E.1.2 – Explain how industry and trade impact the economy and people of North Carolina and the nation • 8.E.1.3 – Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility <p>8.G.1 – Understand geographic factors that influence the development of North Carolina and the nation</p> <ul style="list-style-type: none"> • 8.G.1.1 – Summarize the human and physical characteristics of North Carolina and the nation • 8.G.1.3 – Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the state • 8.G.1.5 – Explain how geographic expansion has impacted the development of North Carolina and the nation <p>8.H.1 – How conflict and cooperation shaped the development of North Carolina and the nation</p> <ul style="list-style-type: none"> • 8.H.1.1 – Explain the causes and effects of conflict in North Carolina and the nation • 8.H.1.2 – Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation <p>8.H.2 – Understand how innovation and change have impacted the development of North Carolina and the nation</p> <ul style="list-style-type: none"> • Explain how innovation and technology have contributed to change in North Carolina and the nation
--	--	--

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
RI.8.4 - Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		Inquiry Strand – Gathering and Evaluating Sources <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
RI.8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a 	Inquiry Strand – Gathering and Evaluating Sources <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. Inquiry Strand – Developing Claims and Using Evidence <ul style="list-style-type: none"> • I.1.5 – Identify evidence that draws information from multiple perspectives • I.1.6 – Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources

	<p>new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.4 - Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	
Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
RI.8.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	<p>W.8.4 - Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.5 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.6 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<p>W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.4 - Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. <p>Inquiry Strand – Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> • I.1.5 – Identify evidence that draws information from multiple perspectives • I.1.6 – Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		

--	--	--

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
RI.8.10 - By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies. • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.