



BROWNELL TALBOT

Eighth Grade Prioritized Social Studies Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. This course is a detailed survey of American history from the Civil War to the present. All major time periods will be discussed, as well as elements of Civics. Students will also study “history from below,” to ensure American social history is covered just as thoroughly as the political, economic and military histories of the country. Studying history from below is looking at events through the perspective of the common people, not just through major leaders. This type of study looks at marginal groups, the oppressed, the nonconformists, and the disenfranchised. Students will learn new vocabulary, study chronological sequences, use geography skills, and learn how the past constantly influences the modern society in which we live.

CULTURE

- Understand „culture“ refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Understand concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance
- Understand how culture influences the ways in which human groups solve the problems of daily living
- Understand that the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture
- Understand how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study
- Understand that culture may change in response to changing needs, concerns, social, political, and geographic conditions
- Understand how people from different cultures develop different values and ways of interpreting experience
- Understand that language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding
- Ask and find answers to questions related to culture
- Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts
- Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- Describe and give examples of the value of both cultural unity and diversity, within and across groups
- Explain how patterns of behavior reflect cultural values and beliefs
- Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding
- Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses

TIME, CONTINUITY, & CHANGE

- Understand the study of the past provides a representation of the history of communities, nations, and the world
- Understand concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
- Understand that learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past
- Understand that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher
- Understand key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)
- Understand the origins and influences of social, cultural, political, and economic systems

- Understand the contributions of key persons, groups, and events from the past and their influence on the present
- Understand the history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols
- Understand the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
- Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings
- Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources
- Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources: validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation
- Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times
- Use methods of historical inquiry to make informed decisions as responsible citizens to propose policies and take action on an issue of importance today

PEOPLE, PLACES, & ENVIRONMENTS

- Understand the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
- Understand concepts such as: location, region, place, and migration, as well as human and physical systems
- Understand the roles of different kinds of population centers in a region or nation;
- Understand the concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious)
- Understand patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas)
- Understand human modifications of the environment
- Understand factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs
- Understand the use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments
- Identify and interpret „push“ and „pull“ factors involved in the migrations of people in this nation and other parts of the world

INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time
- Understand concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception
- Understand how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity
- Understand that individuals' choices influence identity and development
- Understand that perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes
- Ask and find answers to questions about how individual identity forms and changes
- Examine the relationship between individual identity and social, cultural, and historical contexts
- Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development, and personal identity
- Examine the impact of conformity and altruism on identity
- Identify biases that can influence a person's perceptions of other individuals, including individuals belonging to groups with different physical, social, or cultural characteristics

INDIVIDUALS, GROUPS, & INSTITUTIONS

- Understand this theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions
- Understand concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender
- Understand institutions are created to respond to changing individual and group needs
- Understand that groups and institutions change over time
- Understand that cultural diffusion occurs when groups migrate

- Understand that institutions may promote or undermine social conformity
- Understand that when two or more groups with differing norms and beliefs interact, accommodation or conflict may result
- Understand that groups and institutions influence culture in a variety of ways
- Ask and find answers to questions about the various forms and roles of individuals, groups, and institutions
- Analyze the effects of interactions between and among individuals, groups, and institutions
- Identify and analyze the impact of tensions between and among individuals, groups, and institutions
- Understand examples of tensions between belief systems and governmental actions and policies
- Investigate conflicts between expressions of individuality and group conformity
- Analyze the role of institutions in furthering both continuity and change
- Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good
- Gather information about groups and institutions, using such tools as surveys and interviews

POWER, AUTHORITY, & GOVERNANCE

- Understand fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity)
- Understand the ideologies and structures of political systems that differ from those of the United States
- Understand the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security
- Ask and find answers to questions about power, authority and governance in the region, nation, and world
- Examine persistent issues involving the rights of individuals and groups in relation to the general welfare
- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations
- Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups, and as it contributes to or detracts from systems of power, authority, and governance

PRODUCTION, DISTRIBUTION, & CONSUMPTION

- Understand how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative
- Understand the economic choices that people make have both present and future consequences
- Understand economic incentives affect people's behavior and may be regulated by rules or laws
- Understand that banks and other financial institutions channel funds from savers to borrowers and investors
- Understand how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

SCIENCE, TECHNOLOGY, & SOCIETY

- Understand society often turns to science and technology to solve problems
- Understand science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present
- Understand science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities
- Understand values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries)
- Understand science and technology sometimes create ethical issues that test our standards and values
- Understand the need for laws and policies to govern scientific and technological applications
- Ask and find answers to questions about the ways in which science and technology affect peoples' lives today in different places, and have done so in the past
- Use diverse types of media technology to read, write, create, and review a variety of messages
- Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society
- Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology

- Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past
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GLOBAL CONNECTIONS

- Understand global connections have existed in the past and increased rapidly in current times
- Understand global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication)
- Understand global problems and possibilities are not generally caused or developed by anyone nation
- Understand universal human rights cut across cultures but are not necessarily understood in the same way in all cultures
- Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past
- Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level
- Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures
- Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations
- Describe and analyze the effects of changing technologies on global connectivity
- Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people

CIVIC IDEALS & PRACTICES

- Understand the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society
- Understand concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent
- Understand key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action)
- Understand key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children)
- Understand key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues
- Understand the importance of becoming informed in order to make positive civic contributions
- Ask and find answers to questions about how to become informed and take civic action
- Identify and describe the role of citizen in various forms of government, past and present
- Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals
- Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions
- Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position
- Develop a position on a public policy issue, and defend it with evidence
- Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated democratic ideals

AP US History: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-united-states-history-course-framework.pdf>

AP World History: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-framework.pdf>