

# Grade 8

## Inquiry Anchor Standards

### A Constructing Compelling Questions

- 1 Explain points of agreement and disagreement of disciplinary concepts and ideas associated with a compelling question. [SS.8.1](#)
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### B Constructing Supporting Questions

- 1 Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry. [SS.8.2](#)
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### C Gathering and Evaluating Sources

- 1 Gather relevant information from multiple sources using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. [SS.8.3](#)
  - 2 Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use. [SS.8.4](#)
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### D Developing Claims and Using Evidence

- 1 Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations. [SS.8.5](#)
  - 2 Independently, develop claims and counterclaims while pointing out the strengths and limitations of both. [SS.8.6](#)
  - 3 Independently, construct arguments using claims and evidence from multiple sources. [SS.8.7](#)
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### E Communicating and Critiquing Conclusions

- 1 Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations. [SS.8.8](#)
  - 2 Present original arguments based on credible sources using a variety of media to authentic audiences. [SS.8.9](#)
  - 3 Independently, analyze disciplinary arguments of peers for credibility. [SS.8.10](#)
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### F Taking Informed Action

- 1 Analyze how a specific problem can manifest itself at the local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. [SS.8.11](#)
  - 2 Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities. [SS.8.12](#)
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## Content Anchor Standards

### A Analyze Civic and Political Institutions

- 1 Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills) [SS.8.13.](#)
  - 2 Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens. (21st century skills) [SS.8.14.](#)
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### B Engage in Economic Decision Making

- 1 Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society. [SS.8.15.](#)
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### C Critique Exchange and Markets

- 1 Analyze the role of innovation and entrepreneurship in institutions throughout early American history in a market economy. [SS.8.16.](#)
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### D Evaluate the National Economy

- 1 Use historical evidence to evaluate the state of regional economies throughout early American history. [SS.8.17.](#)
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### E Evaluate Human Environment Interaction

- 1 Explain how the physical and human characteristics of places and regions influence culture. [SS.8.18.](#)
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### F Analyze Human Population Movements and Patterns

- 1 Explain how push and pull factors contributed to immigration and migration in early American history. [SS.8.19.](#)
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### G Analyze Global Interconnections

- 1 Explain how global interconnections influenced early American history. [SS.8.20.](#)
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### H Analyze Change, Continuity, and Context

- 1 Analyze connections among early American historical events and developments in broader historical contexts. [SS.8.21.](#)
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### I Compare Perspectives

- 1 Explain how and why prevailing social, cultural, and political perspectives changed during early American history. [SS.8.22.](#)
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### J Justify Causation and Argumentation

- 1 Explain multiple causes and effects of events and developments in early American history. [SS.8.23.](#)

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**K Critique Historical Sources and Evidence**

- 1 Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington's Farewell address, the Louisiana Purchase treaty, Monroe Doctrine, Indian Removal Act, Missouri Compromise, Dred Scott v. Sanford, and the Treaty of Guadalupe-Hidalgo. [SS.8.24.](#)

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**L Iowa History**

- 1 Examine the evolution of the function and structure of government in Iowa. [SS.8.25.](#)

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**8th Grade Financial Literacy****A Create a Saving and Spending Plan**

- 1 Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills) [SS.8.26.](#)

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**B Analyze Credit and Debt Levels**

- 1 Calculate the cost of borrowing money for different types of goods. (21st century skills) [SS.8.27.](#)

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**C Evaluate Savings and Long Term Investments**

- 1 Explain how investing may build wealth and help meet financial goals. (21st century skills) [SS.8.28.](#)

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**D Measure Risk Management Tools**

- 1 Identify ways insurance may minimize personal financial risk. (21st century skills) [SS.8.29.](#)