



INDIANA  
DEPARTMENT of  
EDUCATION

# 2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

## GRADE 8



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## Indiana Content Connectors Context and Purpose

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### Introduction

The Indiana Content Connectors for Grade 8 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

### What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

## Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

## Grade 8 Social Studies

*Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”*

Indiana Academic Standards	Content Connectors
<b>History</b>	
<p><b>8.H.1:</b> Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)</p>	<p><b>8.H.1a:</b> Identify the major Native American groups of eastern North America and give one or more examples of conflict or cooperation between European settlers and major Native American groups. (E)</p>
<p><b>8.H.2:</b> Compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World.</p>	<p><b>8.H.2a:</b> Identify reasons for British, French, Spanish, and Dutch colonization in the New World.</p>
<p><b>8.H.3:</b> Explain the conditions, causes, consequences, and significance of Britain’s struggle to maintain control of colonies during the French and Indian War (1754–1763).</p>	<p><b>8.H.3a:</b> Identify or describe the causes and significance of Britain's struggle to keep control of its colonies during the French and Indian War (1754-1763).</p>
<p><b>8.H.4:</b> Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the 13 colonies in North America (1761–1775).</p>	<p><b>8.H.4a:</b> Identify reasons for resistance and rebellion against British imperial rule by the 13 colonies in North America (1761-1775).</p>
<p><b>8.H.5:</b> Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation, and the Treaty of Paris (1783). (E)</p>	<p><b>8.H.5a:</b> Identify or list causes and match the effects of the Revolutionary War (1775-1783). (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> ideas from the Declaration of Independence, enactment of the Articles of Confederation, and the Treaty of Paris (1783).</li> </ul>
<p><b>8.H.6:</b> Identify and provide the significance of major events in the creation of the U.S. Constitution, such as the enactment of state constitutions, the weaknesses of the Articles of Confederation, the Constitutional Conventions, the willingness to compromise, and the Federalist vs. anti-Federalist debates regarding the vote to ratify the Constitution. (E)</p>	<p><b>8.H.6a:</b> Identify and/or explain the significance of major concepts in the creation of the U.S. Constitution (1787-1788). (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> weaknesses of the Articles of Confederation, compromise, and the Federalist vs. Anti-Federalist debates regarding the vote to ratify the new Constitution.</li> </ul>

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<p><b>8.H.7:</b> Identify and explain the steps taken during the Washington administration and the First and Second Congresses of the United States to establish a stable and lasting national government. (E)</p>	<p><b>8.H.7a:</b> Identify steps taken during the Washington administration and the First and Second Congresses of the United States to establish a stable and lasting national government. (E)</p>
<p><b>8.H.8:</b> Compare and contrast the views of Thomas Jefferson and Alexander Hamilton, and explain how their differences caused the development of political parties, affecting the nation for the future. (E)</p>	<p><b>8.H.8a:</b> Compare and contrast the views of Thomas Jefferson and Alexander Hamilton that caused the development of political parties in the new nation that affected the nation's future. (E)</p>
<p><b>8.H.9:</b> Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); evaluate the significance of these events. (E)</p>	<p><b>8.H.9a:</b> Identify significant events leading up to the Election of 1800 including the increased power of the Democratic-Republican party led by Thomas Jefferson. (E)</p>
<p><b>8.H.10:</b> Analyze the influence of important individuals on social and political developments of the time (1775-1800), such as the Independence Movement and the framing of the Constitution.</p>	<p><b>8.H.10a:</b> Identify important individuals and identify how they influenced social and political events between 1775 and 1800.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> the Independence Movement and the framing of the U.S. Constitution.</li> </ul>
<p><b>8.H.11:</b> Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities, the growth of industry in the North, and the growing dependence on slavery and the production of cotton in the South, causing early sectionalism in America.</p>	<p><b>8.H.11a:</b> Identify or explain how ways of life in the northern and southern states led to sectionalism in America, including the growth of industry in the North and the expansion of slavery and cotton production in the South. (E)</p>
<p><b>8.H.12:</b> Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.</p>	<p><b>8.H.12a:</b> Identify or describe how the Louisiana Purchase (1803) and the Lewis and Clark expedition (1803-1806) allowed for America's push towards westward expansion.</p>
<p><b>8.H.13:</b> Explain the main issues, consequences, and landmark decisions of the Marshall Court, including how it affected the power of the judicial branch. (E)</p>	<p><b>8.H.13a:</b> Identify or explain how landmark decisions of the Marshall Court affected the power of the judicial branch.</p>
<p><b>8.H.14:</b> Analyze the causes and consequences of the War of 1812.</p>	<p><b>8.H.14a:</b> Identify or describe the major causes and consequences of the War of 1812.</p>

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<p><b>8.H.15:</b> Define nationalism and explain how it affected domestic policy, foreign policy, and the development of an industrial economy during this period.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Monroe Doctrine, American System.</li> </ul>	<p><b>8.H.15a:</b> Identify how nationalism influenced domestic and foreign policy during this period.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Monroe Doctrine, American System.</li> </ul>
<p><b>8.H.16:</b> Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government; analyze Jackson’s actions as President, such as the destruction of the National Bank, the nullification crisis, and Jackson’s Indian policy. (E)</p>	<p><b>8.H.16a:</b> Identify key ideas of Jacksonian democracy (political parties, and constitutional government) and identify how they influenced his actions as president.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> destruction of the National Bank and Jackson’s Indian policy.</li> </ul>
<p><b>8.H.17:</b> Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.</p>	<p><b>8.H.17a:</b> Identify or describe the causes and consequences associated with westward expansion, including the concept of Manifest Destiny. (E)</p>
<p><b>8.H.18:</b> Analyze the causes and effects of the Mexican War (1846-1848).</p>	<p><b>8.H.18a:</b> Identify or describe causes and effects of the Mexican-American War (1846-1848).</p>
<p><b>8.H.19:</b> Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.</p>	<p><b>8.H.19a:</b> Identify effects of immigration on American culture before and after the Civil War, including growth of industrialism in the North, social tensions in the Northeast, and/or cultural differences between North and South.</p>
<p><b>8.H.20:</b> Give examples of the changing role of women, minorities, and immigrants in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes. (E)</p>	<p><b>8.H.20a:</b> Identify the changing roles of women, minorities, and immigrants in the northern, southern, and western parts of the United States in the mid-nineteenth century. (E)</p>
<p><b>8.H.21:</b> Describe the Abolitionist Movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.</p>	<p><b>8.H.21a:</b> Identify or describe the Abolitionist movement and how it affected division between the North and South.</p>

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<p><b>8.H.22:</b> Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist, and social reform movements.</p>	<p><b>8.H.22a:</b> Identify or describe how early social reformers and movements influenced American society.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> abolitionists, feminists, and social reformers.</li> </ul>
<p><b>8.H.23:</b> Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict. (E)</p>	<p><b>8.H.23a:</b> Identify causes and effects of events leading to the Civil War, including sectional issues such as states' rights and slavery. (E)</p>
<p><b>8.H.24:</b> Identify the factors and individuals which influenced the outcome of the Civil War, and explain the significance of each.</p>	<p><b>8.H.24a:</b> Identify factors and individuals that influenced the outcome of the Civil War.</p>
<p><b>8.H.25:</b> Compare and contrast the three plans for Reconstruction and evaluate the merits of each. (E)</p>	<p><b>8.H.25a:</b> Compare and contrast the three plans for Reconstruction.</p>
<p><b>8.H.26:</b> Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time, such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (E)</p>	<p><b>8.H.26a:</b> Identify or describe the causes and consequences of the Civil War and Reconstruction, including Andrew Johnson's impeachment, Black Codes, and the Compromise of 1877. (E)</p>
<p><b>8.H.27:</b> Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.</p>	<p><b>8.H.27a:</b> Use primary and secondary sources to identify the opposing views about an issue confronting the United States from early colonial times through the Reconstruction period.</p>
<p><b>Civics and Government</b></p>	
<p><b>8.C.1:</b> Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; individual rights to life, liberty, and property; and freedom of conscience. (E)</p>	<p><b>8.C.1a:</b> Identify essential ideas of constitutional government.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> limited government, checks and balances, federalism, separated and shared powers, and popular sovereignty.</li> </ul>
<p><b>8.C.2:</b> Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution. (E)</p>	<p><b>8.C.2a:</b> Define delegated powers, reserved powers, and concurrent powers.</p>

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<p><b>8.C.3:</b> Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p>	<p><b>8.C.3a:</b> Identify functions of national and state governments in the federal system of the United States Constitution and of the state government in the Indiana Constitution.</p>
<p><b>8.C.4:</b> Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States. (E)</p>	<p><b>8.C.4a:</b> Define rights of citizenship and identify the related responsibilities of citizenship. (E)</p>
<p><b>8.C.5:</b> Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.</p>	<p><b>8.C.5a:</b> Explain that responsible participation by citizens in voluntary civil organizations is important to bring about social reform.</p>
<p><b>8.C.6:</b> Explain ways that citizens can participate in the election process (e.g., political parties, campaigns, and elections) at the national, state, and local levels. (E)</p>	<p><b>8.C.6a:</b> Identify ways that citizens can participate in the election process at the national, state, and local levels. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> joining political parties, volunteering in political campaigns.</li> </ul>
<p><b>8.C.7:</b> Explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government.</p>	<p><b>8.C.7a:</b> Identify ways that citizens can monitor and influence public policies at local, state, or national level of government.</p>
<p><b>Geography</b></p>	
<p><b>8.G.1:</b> Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). (E)</p>	<p><b>8.G.1a:</b> Use maps to identify major changes in physical growth and development of the United States from colonization through Reconstruction (1877).</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> French and Indian War (1754-1763), Louisiana Purchase (1803), Mexican War (1846-1848).</li> </ul>
<p><b>8.G.2:</b> Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.</p>	<p><b>8.G.2a:</b> Identify the major mountain ranges (Appalachian Mountains, Rocky Mountains) and river systems (Mississippi River, Missouri River) of the United States and identify the importance of these physical features in the development of America. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> mountain ranges made it difficult to pass through; rivers provided hydroelectric power, water to drink and for crop irrigation, and transportation.</li> </ul>



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<p><b>8.G.3:</b> Identify the agricultural regions of the United States. Give explanations for how the land was used and developed during the growth of the United States.</p>	<p><b>8.G.3a:</b> Identify agricultural regions of the United States and how they were used and developed during the growth of the United States.</p>
<p><b>8.G.4:</b> Using maps, identify changes influenced by growth, economic development, and human migration in the United States. (E)</p>	<p><b>8.G.4a:</b> Identify physical changes in the United States due to human migration, population growth, and economic development. (E)</p>
<p><b>8.G.5:</b> Using primary and secondary sources, identify ways people modified the physical environment as the United States developed, and describe the impacts that resulted.</p>	<p><b>8.G.5a:</b> Use at least one primary and/or secondary source to identify ways people changed the physical environment as the United States developed.</p>
<p><b>8.G.6:</b> Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. (E)</p>	<p><b>8.G.6a:</b> Identify human or physical factors that have influenced migration and settlement patterns. (E)</p>
<p><b>8.G.7:</b> Identify and interpret maps, graphs, and charts showing the distribution of natural resources such as forests, water sources, and wildlife in the United States at the beginning of the nineteenth century. Give examples of how people exploited these resources as the country became more industrialized and people moved westward.</p>	<p><b>8.G.7a:</b> Identify examples of how people exploited natural resources such as forests, water sources, and wildlife in the United States during industrialization and westward expansion.</p>
<p><b>Economics</b></p>	
<p><b>8.E.1:</b> Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the United States Constitution.</p>	<p><b>8.E.1a:</b> Identify economic factors contributing to European exploration and colonization in North America (e.g., resource extraction, mercantilism), the American Revolution (e.g., new taxes on the colonists after the French and Indian War), or the drafting of the United States Constitution (e.g., central government's power to collect taxes).</p>
<p><b>8.E.2:</b> Explain how federal, state, and local governments are involved in the economy of the United States. (E)</p>	<p><b>8.E.2a:</b> Identify ways the federal, state, or local governments are involved in the economy of the United States. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> the federal government gives states money for education and social services, state governments give county governments money for schools and social services.</li> </ul>

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<p><b>8.E.3:</b> Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries. (E)</p>	<p><b>8.E.3a:</b> Identify how new technology or inventions changed labor productivity in the United States in the eighteenth and nineteenth centuries (e.g., factories). (E)</p>
<p><b>8.E.4:</b> Identify and give examples of different kinds of money used in the United States throughout its history.</p>	<p><b>8.E.4a:</b> Identify different kinds of money used in the United States over time.</p>
<p><b>8.E.5:</b> Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p><b>8.E.5a:</b> Identify examples of domestic and international interdependence in United States history.</p>
<p><b>8.E.6:</b> Examine the importance of borrowing and lending (i.e., the use of credit) in the United States economy, and list the advantages and disadvantages of using credit.</p>	<p><b>8.E.6a:</b> Identify advantages and disadvantages of using credit. (E)</p>