

## Preston Social Studies Standards Eighth Grade

<b>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY</b>		
INQ 8 1.1	Explain how a question represents key ideas in the field.	
INQ 8 1.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	
INQ 8 1.3	Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.	
INQ 8 1.4	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	
INQ 8 1.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.	
CT Core Standards: ELA-Literacy – RI.8.1 and W.8.7.		
Key Vocabulary: questioning, argument, explanation, point of view.		
<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS</b>		
<b>History</b>		
<i>Change, Continuity and Context</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST 8 2.1	Analyze connections among events and developments in historical contexts.	The Struggle for Freedom, Equality, and Social Justice; The Role of Connecticut in U.S. History; Slavery; Reform Movements; The Civil War; The Reconstruction Era.
HIST 8 2.2	Classify series of historical events and developments as examples of change and/or continuity.	The Struggle for Freedom, Equality, and Social Justice; The Role of Connecticut in U.S. History; Slavery; Reform Movements; The Civil War; The Reconstruction Era.

Compelling Question	In what ways did the abolition of slavery indicate progress or decline for the life of African Americans?	
Supporting Questions	What were the causes and effects of the abolition of slavery?	
	How did conditions for African Americans change after the abolition of slavery and how did these conditions vary in different regions of the U.S.?	
	What role did Connecticut play in the abolition movement?	
	Was reconstruction effective at helping slaves transition into freedom?	
<b>Perspectives</b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST 8 2.3	Analyze multiple factors that influenced the perspectives of people during different historical eras.	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Gender Roles in Economic, Political, and Social Life; The Role of Connecticut in U.S. History; Pre-Revolutionary America; The Revolutionary War.
HIST 8 2.4	Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Gender Roles in Economic, Political, and Social Life; The Role of Connecticut in U.S. History; Pre-Revolutionary America; The Revolutionary War.
HIST 8 2.5	Analyze how people’s perspectives influenced what information is available in the historical sources they created.	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Gender Roles in Economic, Political, and Social Life; The Role of Connecticut in U.S. History; Pre-Revolutionary America; The Revolutionary War.

Compelling Question	How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War?	
Supporting Questions	How were attitudes toward the British in Connecticut similar to and different from those of other states?	
	What factors influenced whom indigenous peoples and African Americans supported during the American Revolution?	
	How did the Americans and the British use newspapers, political cartoons, and other sources to influence attitudes about the British and about the war?	
	How did women contribute directly and indirectly to the Americans' war effort?	
	Why did the French decide to support the Americans?	
<b><i>Historical Sources and Evidence</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST 8 2.6	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Slavery; Reform Movements; The Civil War.
HIST 8 2.7	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Slavery; Reform Movements; The Civil War.
HIST 8 2.8	Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	The Struggle for Freedom, Equality, and Social Justice; Cultural Diversity and a Uniquely American National Identity; Slavery; Reform Movements; The Civil War.

Compelling Question	How can we use evidence to understand how the Civil War affected freedom and equality for Americans?	
Supporting Questions	How do the Civil War photos of Matthew Brady illustrate issues of freedom and equality during the Civil War?	
	What is the message of the Emancipation Proclamation about the importance of individual freedoms and liberties?	
	How did the issues of freedom and equality affect the causes and outcomes of the Civil War and what evidence supports these conclusions?	
	How does the film Lincoln (2012) enhance and distort the historical record about President Lincoln, the Civil War, and freedom for slaves?	
<b><i>Causation and Argumentation</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
HIST 8 2.9	Explain multiple causes and effects of events and developments in the past.	Cultural Diversity and a Uniquely American National Identity; Economic Prosperity and Equity; The Impact of Geography on History; Westward Expansion.
HIST 8 2.10	Organize applicable evidence into a coherent argument about the past.	Cultural Diversity and a Uniquely American National Identity; Economic Prosperity and Equity; The Impact of Geography on History; Westward Expansion
Compelling Question	How did the Westward Expansion reinforce and contradict the American identity of the United States as a land of opportunity?	
Supporting Questions	What were the economic, political, and social factors that lead to Westward Expansion?	
	In what ways did Westward Expansion create opportunities or limitations for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others?	
	How did Turner’s frontier thesis affect American identity?	
	How did American ways of thinking about state vs. federal power change as a result of Westward Expansion?	

<b>Civics</b>		
<b><i>Civic and Political Institutions</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV 8 2.1	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	The Struggle for Freedom, Equality, and Social Justice; Gender Roles in Economic, Political, and Social Life; Economic Prosperity and Equity; Reform Movements.
Compelling Question	How have social movements affected individual political participation over time?	
Supporting Questions	What were the major social movements in American in the first half of the 19 <sup>th</sup> century, and who participated in these movements?	
	Why were some of these social movements specific for the time, and why did some last into the 20 <sup>th</sup> century?	
	What was Thomas Jefferson’s view on the role of the American government? Analyze major parties (and thinkers) of the first half of the 19 <sup>th</sup> century who either refused or supported Jefferson’s views.	
<b><i>Participation and Deliberation</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV 8 2.2	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	The Struggle for Freedom, Equality and Social Justice; Gender Roles in Economic, Political, and Social Life; The Civil War; Reform Movements; The Reconstruction Era.
Compelling Question	How did American conceptions of freedom and equality change during and just after the Civil War period?	
Supporting Questions	What was the view in Northern states in the first half of the 19 <sup>th</sup> century concerning the legal rights of blacks? How was this different from the Southern view?	
	How would a Northern political leader and a Southern political leader in 1850 define “freedom and equality” differently?	
	Analyze the statements and attitudes of women’s rights advocates as blacks achieved political rights immediately after the Civil War.	
	What groups that have legal equality today did not have legal equality when the United States became a nation? What justification was given at the time for not giving these groups legal rights?	

<b><i>Processes, Rules and Laws</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
CIV 8 2.3	Analyze the purposes, implementation, and consequences of public policies in multiple settings.	The Struggle for Freedom, Equality, and Social Justice; Economic Prosperity and Equity; The U.S. Constitution; Reform Movements.
CIV 8 2.4	Compare historical and contemporary means of changing societies and promoting the common good.	The Struggle for Freedom, Equality, and Social Justice; Economic Prosperity and Equity; The U.S. Constitution; Reform Movements.
Compelling Question	How did the development of the U.S. Constitution and its amendments reflect societal change that furthered the common good?	
Supporting Questions	How did the Bill of Rights change the position of American citizens in society; what political rights did Americans have under the Bill of Rights that they did not have as British colonists?	
	Many Europeans who visited America in the early 19 <sup>th</sup> century noted a profound difference between American and European political life. How did the U.S. Constitution help to create this difference? What other factors were also involved?	
	What has been the impact of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments on American society?	
	In what ways did the 18 <sup>th</sup> and 21 <sup>st</sup> amendments to the Constitution reflect public opinion, and how did they each affect the common good?	
<b>Economics</b>		
<b><i>Economic Decision-Making</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
ECO 8 2.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.	Economic Prosperity and Equity; The Impact of Science and Technology on Society; Westward Expansion; Immigration.
Compelling Question	How did economic factors affect Westward Expansion during the 19 <sup>th</sup> century?	

Supporting Questions	What groups of people migrated westward during the 19 <sup>th</sup> century?	
	Why did individuals and groups decide to make the trek westward?	
	What types of economic opportunities were available to settlers?	
	Did these economic opportunities meet the expectations of settlers?	
	How did innovations and inventions such as transportation, communications, and production methods influence peoples' decisions to move westward?	
<b><i>Exchange and Markets</i></b>		
ECO 8 2.2	Describe the role of competition in the determination of prices and wages in a market economy.	The Role of Connecticut in U.S. History; Economic Prosperity and Equity; The Impact of Science and Technology on Society; Connecticut and Local Connections; Immigration.
ECO 8 2.3	Analyze the role of innovation and entrepreneurship in a market economy.	The Role of Connecticut in U.S. History; Economic Prosperity and Equity; The Impact of Science and Technology on Society; Connecticut and Local Connections; Immigration.
Compelling Question	How did entrepreneurship, new technologies, and innovation affect people's standard of living in Connecticut during the early 1800s?	
Supporting Questions	What were some of the main businesses and occupations in Connecticut during the early 1800s?	
	What types of agricultural output were produced in Connecticut during the period?	
	How did the people of Connecticut use the sea for their livelihood?	
	What did certain industrial enterprises, such as the textile mills, produce in Connecticut?	
	Did different towns, cities, and other regions in Connecticut tend to specialize in certain types of production?	
	What impact did new technologies have on the production of goods and services in Connecticut?	
Did living standards and the quality of life for workers and their families improve from 1800 to the 1850s?		
<b><i>The National Economy</i></b>		
ECO 8 2.4	Explain how inflation, deflation, and unemployment affect different groups.	Economic Prosperity and Equity; The Impact of Science and Technology on Society; Globalization and Economic Interdependence; Immigration.

ECO 8 2.5	Explain why standards of living increase as productivity improves.	
Compelling Question	Did higher productivity in the U.S. economy cause a generalized prosperity for the American people during the 19 <sup>th</sup> century?	
Supporting Questions	Did productivity rise in the agricultural and industrial sectors of the American economy during the period?	
	How did the rise of early mills and other manufacturers affect the wages and living standard of workers?	
	How did technological advances in the agricultural sector affect people's standard of living?	
	What groups of people were helped or hurt by new technologies and other innovations in the production of goods and services?	
	How did changes in production methods in agriculture and industry influence relationships between owners of firms and the workers employed by these firms?	
<b><i>The Global Economy</i></b>		
ECO 8 2.6	Explain the benefits and the costs of trade policies to individuals, businesses, and society.	Economic Prosperity and Equity; The Impact of Science and Technology on Society; Globalization and Economic Interdependence; Slavery.
Compelling Question	How did the production of cash crops in the American economy during the early 19 <sup>th</sup> century affect international trade?	
Supporting Questions	Why did certain regions of the U.S. produce cash crops during the 19 <sup>th</sup> century?	
	During the early 19 <sup>th</sup> century, what were America's most important cash crops?	
	How did the producers of cash crops profit from the production of cash crops?	
	How did manufacturers and merchants profit from cash crops in the U.S. and in Europe?	
	How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America?	
<b>Geography</b>		
<b><i>Geographic Representations: Spatial Views of the World</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO 8 2.1	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	The Impact of Geography on History; Cultural Diversity and a Uniquely American National Identity; Pre-Revolutionary America;
Compelling Question	How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution?	

Supporting Questions	How did cultural and environmental characteristics help explain the borders of the original 13 colonies?	
	In what ways do maps represent and explain the patterns of indigenous peoples and European settlements?	
	How can we use maps to help explain how cultural and environmental factors influenced cooperation and conflict between indigenous peoples and Europeans?	
<b><i>Human-Environment Interaction: Places, Regions, and Culture</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO 8 2.2	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	The Impact of Geography on History; Cultural Diversity and a Uniquely American National Identity; The Civil War; The Reconstruction Era.
Compelling Question	How did cultural and environmental differences between the North and South contribute to the causes of and outcome of the Civil War?	
Supporting Questions	How did the Northern industrial economy and Southern plantation economy lead to cultural differences?	
	What environmental differences between the North and South influenced the outcome of the Civil War?	
	In what ways did views on slavery contribute to North-South conflict?	
<b><i>Human Population: Spatial Patterns and Movement</i></b>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO 8 2.3	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	The Impact of Geography on History; Cultural Diversity and a Uniquely American National Identity; The Impact of Science and Technology on Society; Westward Expansion.
Compelling Question	How did transportation and communication changes influence Westward Expansion in the United States?	
Supporting Questions	How did the railroads change migration and population patterns?	
	In what ways did the telegraph change the way information was disseminated?	
	Did railroads affect America as a land of opportunity?	

<i>Global Interconnections</i>		
<b>Standard</b>	<b>Description</b>	<b>Theme/Content</b>
GEO 8 2.4	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	Economic Prosperity and Equity; Globalization and Economic Interdependence; The Role of the United States in World Affairs; The Impact of Geography on History; Immigration.
Compelling Question	How did environmental characteristics and production of goods in the United States influence the political and economic relationships between the U.S. and other nations in the 1840s and 1850s?	
Supporting Questions	How did the need for labor affect immigration to the United States in the 1840s and 1850s?	
	In what ways did the production of cotton change U.S. foreign relations?	
	How did environmental characteristics and production of goods lead to conflict with Mexico?	
<b>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</b>		
INQ 8 1.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
INQ 8 1.7	Evaluate the credibility of a source by determining its relevance and intended use.	
INQ 8 1.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	
INQ 8 1.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.	
CT Core Standards: RI.8.1-10, W.8.1-2, and W.8.7-10		
Key Vocabulary: argument, sources, evidence, claims, counterclaims.		
<b>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</b>		
INQ 8 1.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	
INQ 8 1.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	
INQ 8 1.12	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
INQ 8 1.13	Critique arguments for credibility.	
INQ 8 1.14	Critique the structure of explanations.	

INQ 8 1.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at 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.
INQ 8 1.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
INQ 8 1.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
CT Core Standards: ELA-Literacy – RI.8.1 and W.8.1-8	
Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility	

## Themes and Content Eighth Grade

Themes	Content
<p><b>The Struggle for Freedom, Equality, and Social Justice:</b></p> <ul style="list-style-type: none"> <li>Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggles for freedom, equality, and social justice;</li> <li>Analyze how the concept of the “American Dream” has changed and how various groups have endeavored to reach this goal over time.</li> </ul>	<p><b>Pre-Revolutionary America:</b></p> <ul style="list-style-type: none"> <li>Evaluate the relative importance of various actions taken by British in increasing tensions between Great Britain and the colonists;</li> <li>Analyze social and family structures in pre-Revolutionary colonies in New England.</li> </ul>
<p><b>Cultural Diversity and a Uniquely American National Identity:</b></p> <ul style="list-style-type: none"> <li>Analyze factors that contributed to cultural diversity in the United States;</li> <li>Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts;</li> <li>Evaluate how the media has influenced cultural diversity and an American national identity.</li> </ul>	<p><b>The Revolutionary War:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the attitudes of merchants, shopkeepers, farmers, women, slaves, and freed blacks toward conflict with the British;</li> <li>Analyze the role and contributions of Connecticut in the Revolutionary War.</li> </ul>
<p><b>Gender Roles in Economic, Political, and Social Life:</b></p> <ul style="list-style-type: none"> <li>Analyze the role of women and men in key events, such as the American Revolution, before and after the Civil War, and Westward Expansion;</li> <li>Evaluate how the role of women and men in American society has changed over time.</li> </ul>	<p><b>The U.S. Constitution:</b></p> <ul style="list-style-type: none"> <li>Analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era;</li> <li>Evaluate the views of Federalists vs. anti-Federalists and ways that this debate continues until the present day.</li> </ul>
<p><b>The Role of Connecticut in U.S. History:</b></p> <ul style="list-style-type: none"> <li>Explore the history of individual Connecticut cities and towns;</li> <li>Explore how Connecticut contributed to various key events in the United States history, such as pre-Revolutionary America, independence and development of a nation, slavery, abolitionist movement, the Civil War, and industrialization;</li> </ul>	<p><b>Connecticut and Local Connections:</b></p> <ul style="list-style-type: none"> <li>Analyze reasons for economic growth in Connecticut in the 19<sup>th</sup> century and ways that Connecticut contributed to the growth and expansion of the nation;</li> <li>Evaluate the history of individual cities and towns in the 19<sup>th</sup> century and analyze reasons for economic and/or social change in individual towns during this period.</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies;</li> <li>• Analyze reasons for economic growth in Connecticut in the 19<sup>th</sup> century and ways that Connecticut contributed to the growth and expansion of the nation;</li> <li>• Evaluate whether Connecticut history is representative of the larger historical context.</li> </ul>	
<p><b>Economic Prosperity and Equity:</b></p> <ul style="list-style-type: none"> <li>• Analyze the causes and effects of downturns in the economy;</li> <li>• Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies;</li> <li>• Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy.</li> </ul>	<p><b>Slavery:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery;</li> <li>• Analyze the reasons for the existence of slavery in Connecticut during this era and the relative importance of slavery in the state.</li> </ul>
<p><b>The Impact of Science and Technology on Society:</b></p> <ul style="list-style-type: none"> <li>• Evaluate how science and technology changed everyday life for Americans;</li> <li>• Analyze how society reacted to environmental challenges of the 19<sup>th</sup> century;</li> <li>• Evaluate the benefits and challenges of science and technological change in the 19<sup>th</sup> century.</li> </ul>	<p><b>Reform Movements:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the causes, goals, and outcomes of mid-19<sup>th</sup> century reform movements (women’s rights, temperance, education, mental health, prisons);</li> <li>• Analyze the impact of utopian communities on group members and on society;</li> <li>• Analyze the impact of the Second Great Awakening on 19<sup>th</sup> century reform movements.</li> </ul>
<p><b>Globalization and Economic Interdependence:</b></p> <ul style="list-style-type: none"> <li>• Analyze how changes in transportation, information, education, and communication technologies have affected U.S. trade relations with other nations and its role in the world.</li> </ul>	<p><b>Westward Expansion:</b></p> <ul style="list-style-type: none"> <li>• Analyze the theory of Manifest Destiny and its impact on American policy;</li> <li>• Evaluate the impact of Westward Expansion on indigenous peoples and on settlers;</li> <li>• Analyze the role of women and minorities in westward expansion and in life on the plains.</li> </ul>
<p><b>The Role of the United States in World Affairs:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy.</li> </ul>	<p><b>The Civil War:</b></p> <ul style="list-style-type: none"> <li>• Evaluate various long-term and short-term reasons for conflict between the North and the South;</li> <li>• Analyze the role of Connecticut in the Civil War and the attitudes to the Civil War in the</li> </ul>

	state.
<p><b>The Impact of Geography on History:</b></p> <ul style="list-style-type: none"> <li>• Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country;</li> <li>• Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs;</li> <li>• Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries.</li> </ul>	<p><b>The Reconstruction Era:</b></p> <ul style="list-style-type: none"> <li>• Evaluate ways that black life in the South changed during the Reconstruction era and ways that black life remained the same.</li> <li>• Analyze reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.</li> </ul>

# Assessments

## 8<sup>th</sup> Grade

Assessments address standards from Dimensions 1 - 4 (Developing Questions and Planning Inquiry, Applying Disciplinary Content and Tools, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action). However, assessment formats are aligned with Dimension 4 requirements, specifically:

- Arguments are constructed from claims with evidence from multiple sources;
- Explanations are constructed with reasoning, correct sequences, examples, and details;
- Arguments are critiqued for credibility;
- Explanations are critiqued for structures.

In addition, students engage in analyzing how a specific problem can be manifested at a local, regional, and global level over time and in democratic decision-making in order to take action within and outside of the school.