

Social Studies Standard Articulated by Grade Level Eighth Grade

Eighth Grade History Strands emphasize the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

| Strand 1: American History | Strand 2: World History | Strand 3: Civics/Government | Strand 4: Geography | Strand 5: Economics |
|---|--|---|--|--|
| <p>Concept 1: Research Skills for History PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. PO 4. Formulate questions that can be answered by historical study and research. PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between</p> | <p>Concept 1: Research Skills for History PO 1. Construct charts, graphs and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. PO 4. Formulate questions that can be answered by historical study and research. PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between</p> | <p>Concept 1: Foundations of Government PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu's separation of power d. John Locke's theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation)</p> | <p>Concept 1: The World in Spatial Terms PO 1. Construct maps, charts, and graphs to display geographic information. PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images. PO 3. Interpret maps, charts, and geographic databases using geographic information. PO 4. Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world. PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to</p> | <p>Concept 1: Foundations of Economics PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others. PO 2. Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making. PO 3. Analyze how individuals, governments and businesses make choices based on the availability of resources. PO 4. Apply Adam Smith's ideas of a market economy to: a. property rights b. freedom of enterprise</p> |

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| <p>them. PO 6. Determine the credibility and bias of primary and secondary sources PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. PO 8. Analyze two points of view on the same historical event.</p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation</p> | <p>them. PO 6. Determine the credibility and bias of primary and secondary sources PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. PO 8. Analyze two points of view on the same historical event.</p> <hr/> <p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: World in Transition No performance objectives at this grade.</p> <hr/> <p>Concept 4: Renaissance and Reformation</p> | <p>and outcome (e.g., compromises) of the Constitutional Convention. PO 3. Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.</p> <hr/> <p>Concept 2: Structure of Government PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:</p> <ol style="list-style-type: none"> a. federalism (i.e., enumerated, reserved, and concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility (i.e., Elastic Clause, amendment | <p><i>regions studied.)</i></p> <hr/> <p>Concept 2: Places and Regions PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany). PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions. PO 4. Identify how the role of the media, images, and advertising influences the perception of a place. PO5. Describe how a place</p> | <ol style="list-style-type: none"> c. competition d. consumer choice e. limited role of government <p>PO 5. Describe the impact of the availability and distribution of natural resources on an economy.</p> <hr/> <p>Concept 2: Microeconomics PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system. PO 2. Explain the impact of government investment in human capital:</p> <ol style="list-style-type: none"> a. health (e.g., immunizations) b. education (e.g., college grants, loans) c. training of people |

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| <p>(Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.)</p> <p>PO 1. Analyze the following events which led to the American Revolution:</p> <ol style="list-style-type: none"> Tea Act Stamp Act Boston Massacre Intolerable Acts Declaration of Independence <p>PO 2. Describe the significance of key events of the Revolutionary War:</p> <ol style="list-style-type: none"> major battles (e.g., Lexington, Saratoga, Trenton) aid from France surrender at Yorktown <p>PO 3. Describe the impact of the following key individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> Benjamin Franklin | <p>No performance objectives at this grade.</p> <hr/> <p>Concept 5: Encounters and Exchange No performance objectives at this grade.</p> <hr/> <p>Concept 6: Age of Revolution No performance objectives at this grade.</p> <hr/> <p>Concept 7: Age of Imperialism No performance objectives at this grade.</p> <hr/> <p>Concept 8: World at War (Note: WW I was taught in Grade 7.) PO 1. Review the rise of totalitarianism in Europe following World War I.</p> | <p>process)</p> <p>PO 2. Differentiate the roles and powers of the three branches of the federal government.</p> <p>PO 3. Explain the electoral process (e.g., primary and general elections, electoral college).</p> <p>PO 4. Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.</p> <p>PO 5. Describe the line of succession to the presidency as stated in the 25th Amendment.</p> <hr/> <p>Concept 3: Functions of Government PO 1. Compare the ways the federal and Arizona governments operate:</p> | <p><i>changes over time. (Connect with content studied.)</i></p> <hr/> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Analyze risk factors of and possible solutions to chemical and biological hazards.</p> <hr/> <p>Concept 4: Human Systems PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that</p> | <p>(e.g., Job Corps)</p> <p>PO 3. Explain the impact of government investment in physical capital (e.g., NASA, transportation).</p> <p>PO 4. Describe how income for most people is determined by the value of the goods and services they sell.</p> <p>PO 5. Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner Donald Trump) in the free enterprise system.</p> <p>PO 6. Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.</p> <p>PO 7. Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply</p> |

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| b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III PO 4. Describe the significance of the following documents: a. Declaration of Independence b. Articles of Confederation c. Constitution d. Bill of Rights PO 5. Explain the influence of the following individuals in the establishment of a new government: a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin PO 6. Describe how one nation evolved from thirteen colonies: a. Constitutional Convention b. George Washington's presidency | PO 2. Analyze the major causes of World War II: a. aggressive search for resources by Japan b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles PO 3. Trace the series of invasions and conquests in the European and Pacific Theaters in World War II. PO 4. Describe the following events leading to the Allied victory: a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki PO 5. Describe how racism and intolerance contributed to the Holocaust. PO 6. Summarize each of the following outcomes of World War II: | a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration) PO 2. Compare the process of how a bill becomes a law at the federal and state level. PO 3. Describe the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process PO 4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal). PO 5. Describe the significance of the Amendments to the Constitution. PO 6. Compare the adult | drive human migrations. PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions. PO 3. Describe the characteristics and locations of various cultures throughout the world. PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions. PO 5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA). PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, | and demand from the vantage point of the consumer and producer. PO 8. Describe how market prices provide incentives to buyers and sellers. PO 9. Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market). <hr/> Concept 3: Macroeconomics PO 1. Identify the organization and functions of the Federal Reserve System. PO 2. Identify the effects of inflation on society. PO 3. Analyze the government's role in economic recovery. <hr/> Concept 4: Global |

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| <p>c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans)</p> <hr/> <p>Concept 5: Westward Expansion No performance objectives at this grade.</p> <hr/> <p>Concept 6: Civil War and Reconstruction No performance objectives at this grade.</p> <hr/> <p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p> <hr/> <p>Concept 8: Great Depression and World War II (Note: The Great Depression was taught in</p> | <p>a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age e. rebuilding of Japan</p> <p>PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II. PO 8. Describe the following events resulting from World War II: a. Nuremberg Trial b. Marshall Plan c. NATO / Warsaw Pact d. creation of United Nations e. creation of Israel</p> <p>PO 9. Describe the spread of Communism after World War II: a. China – Mao Tse-tung and Chinese Revolution b. Korea – 38th parallel and division of country</p> | <p>and juvenile criminal justice systems.</p> <p>PO 7. Summarize the significance of the following Supreme Court cases: a. Marbury v. Madison b. Plessy v. Ferguson c. Brown v. Board of Education d. Gideon v. Wainright e. Miranda v. Arizona f. Korematsu v. United States</p> <p>PO 8. Describe the impact of the following executive orders and decisions: a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb</p> <p>PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals: a. Civil Rights Act of 1964 b. Voting Rights Act of 1965</p> | <p>property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</p> <p>PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.</p> <hr/> <p>Concept 5: Environment and Society PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems. PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems. PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities. PO 4. Explain how</p> | <p>Economics PO 1. Compare how private property rights differ in market (capitalism) economies versus command (communist) economies. PO 2. Identify the effects of trade restrictions between national and world regions. PO 3. Describe the role of the United States government in influencing international commerce in regions studied. PO 4. Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank) between nations.</p> <hr/> <p>Concept 5: Personal Finance</p> |

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| <p>Grade 7 and World War II in Arizona was introduced in Grade 4.)) PO 1. Review the impact of the Great Depression on the United States. PO 2. Explain how Pearl Harbor led to United States involvement in World War II. PO 3. Explain the impact of World War II on economic recovery from the Great Depression. PO 4. Explain how the following factors affected the U.S. home front during World War II: a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian - Americans PO 5. Describe Arizona's contributions to the war effort:</p> | <p>c. Cuba – Fidel Castro and Cuban Missile Crisis d. Vietnam – Ho Chi Minh PO 10. Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition. PO 11. Describe the following events of the Korean War: a. Chinese involvement b. U.N. police actions c. containment of Communism d. partition of Korea at the 38th Parallel PO 12. Describe how the following impacted the Vietnam War: a. historical relationship of China and Vietnam b. French Indochina War c. containment of Communism d. Ho Chi Minh Trail e. conflict resolution</p> | <p>c. Indian Rights Act of 1968 d. Americans with Disabilities Act</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Describe the benefits of community service. PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing</p> | <p>technology positively and negatively affects the environment. PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management). PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.) PO 2. Describe ways different groups of people (i.e., Native Americans,</p> | <p>PO 1. Explain how scarcity influences personal financial choices (e.g., budgeting, saving, investing, credit). PO 2. Describe types of personal investments (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land). PO 3. Describe the role of the stock market in personal investing. PO 4. Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans). PO 5. Analyze the, advantages, disadvantages, and alternatives to consumer credit. PO 6. Analyze the costs and benefits of producing a personal budget. PO 7. Create a personal budget to include fixed and</p> |

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| <p>a. Native American Code Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps</p> <p>PO 6. Summarize the United States' role in the following events: a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day</p> <p>PO 7. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt</p> <hr/> <p>Concept 9: Postwar United States</p> | <p>PO 13. Examine the fall of Communism and the unification of European nations: a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence d. European Union formed</p> <p>PO 14. Describe the following events in the Middle East during the 20th and 21st centuries: a. creation of Israel b. conflicts between Israeli and Palestinian governments c. Camp David Peace Treaty d. Persian Gulf War e. Iraq War</p> <p>PO 15. Compare</p> | <p><i>issues, petitioning public officials).</i></p> <p>PO 4. Explain the obligations and responsibilities of citizenship: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty</p> <p>PO 5. Describe the impact that the following had on rights for individuals and groups: a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks) c. desegregation - military, schools, transportation, sports d. United Farm Workers (i.e., César Chavez)</p> | <p>Hispanics, retirees) create and shape the same environment.</p> <p>PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p> | <p>variable expenses.</p> <p>PO 8. Identify the benefits of future financial planning.</p> |

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| <p>PO 1. Describe the following origins of the Cold War:</p> <ul style="list-style-type: none"> a. Western fear of communist expansion b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine <p>PO 2. Describe the impact of the Cold War on the United States:</p> <ul style="list-style-type: none"> a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. creation of the CIA <p>PO 3. Identify the role of the United States in the Korean War:</p> <ul style="list-style-type: none"> a. Communist containment b. military involvement c. resolution of conflict <p>PO 4. Identify the role of the United States in the Vietnam Conflict:</p> <ul style="list-style-type: none"> a. containment of Communism – Domino | <p>independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20th century.</p> <p>PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).</p> <hr/> <p>Concept 9: Contemporary World</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines,</p> | <ul style="list-style-type: none"> e. National Organization for Women (NOW) – Equal Rights Amendment (ERA) <hr/> <p>Concept 5: Government Systems of the World (Note: Students were introduced to different forms of government in Grades 6 and 7.)</p> <p>PO 1. Compare the different world governments and ideologies:</p> <ul style="list-style-type: none"> a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism <p>PO 2. Explain U.S. and world foreign policies leading to the Cold War:</p> <ul style="list-style-type: none"> a. Truman Doctrine b. NATO c. Warsaw Pact | | |

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| <p>Theory</p> <p>b. Gulf of Tonkin Resolution</p> <p>c. Tet Offensive</p> <p>d. anti-war protests</p> <p>e. Vietnam Peace Accords</p> <p>PO 5. Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.</p> <p>PO 6. Describe the importance of the following civil rights issues and events:</p> <p>a. Jim Crow Laws</p> <p>b. nonviolent protests</p> <p>c. desegregation</p> <p>d. Civil Rights Act of 1964</p> <p>e. Voting Rights Act of 1965</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Describe events (e.g.,</p> | <p>television, Internet, books, maps).</p> <p>PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).</p> | <p>d. Marshall Plan</p> <p>PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.</p> | | |

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| <p>opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon. PO 2. Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford. PO 3. Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter. PO 4. Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan. PO 5. Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush. PO 6. Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton. PO 7. Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq</p> | | | | |

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| <p>War) of the presidency of George W. Bush.</p> <p>PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> | | | | |

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Concept Descriptors

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Concept 10: Contemporary United States 1970s – Present

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italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

Social Studies Standard Articulated by Grade Level

Eighth Grade

Current events and issues continue to shape our nation and our involvement in the global community.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

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Social Studies Standard Articulated by Grade Level

Eighth Grade

Concept 9: Contemporary World

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns

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Social Studies Standard Articulated by Grade Level

Eighth Grade

have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

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Social Studies Standard Articulated by Grade Level

Eighth Grade

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

Concept 2: Microeconomics

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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