

Strand 1 – History

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| | | <p>WHS.1A Identify major causes and Describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.</p> <p>WHS.2A Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.</p> <p>WHS.2B Identify the characteristics of civilization.</p> <p>WHS.2C Explain how major river valley civilizations influenced the development of the classical civilizations.</p> | | |
| | | <p>WHS.1B Identify major causes and Describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.</p> <p>WHS.3A Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;</p> <p>WHS.3B Explain the impact of the fall of Rome on Western Europe.</p> <p>WHS.3C Compare the factors that led to the collapse of Rome and Han China.</p> <p>WHS.4A Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.</p> | | |
| | | <p>WHS.1C Identify major causes and Describe the major effects of the following important turning points in world history from 600 to 1450: the spread of</p> | | |

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| | | <p>major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.</p> <p>WHS.4A Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.</p> <p>WHS.4B Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.</p> <p>WHS.4C Explain the political, economic, and social impact of Islam on Europe, Asia, and Africa.</p> <p>WHS.4D Describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.</p> <p>WHS.4E Describe the interactions between Muslim and Hindu societies in South Asia.</p> <p>WHS.4F Explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe.</p> <p>WHS.4G Summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;</p> <p>WHS.4H Explain the evolution and expansion of the slave trade.</p> <p>WHS.4I Analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.</p> <p>WHS.4J Summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</p> | | |

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| | <p>WGS.1B Trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.</p> | <p>WHS.1D Identify major causes and Describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.</p> <p>WHS.5A Explain the political, intellectual, artistic, economic, and religious impact of the Renaissance.</p> <p>WHS.5B Explain the political, intellectual, artistic, economic, and religious impact of the Reformation.</p> <p>WHS.6A Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and Explain how prior civilizations influenced their development.</p> <p>WHS.6B Explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>WHS.7A Analyze the causes of European expansion from 1450 to 1750.</p> <p>WHS.7B Explain the impact of the Columbian Exchange.</p> <p>WHS.7C Explain the impact of the Atlantic slave trade on West Africa and the Americas.</p> <p>WHS.7D Explain the impact of the Ottoman Empire on Eastern Europe and global trade.</p> <p>WHS.7E Explain Ming China's impact on global trade.</p> <p>WHS.7F Explain new economic factors and principles of Europe's Commercial Revolution.</p> | | |

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| <p>@SS.8.1A Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</p> | | <p>AR WHS.1E Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: The Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.</p> <p>WHS.8A Explain how the Industrial Revolution led to political, economic, and social changes.</p> <p>AR WHS.8B Identify the major political, economic, and social motivations that influenced European imperialism.</p> <p>WHS.8C Explain the major characteristics and impact of European imperialism.</p> <p>WHS.8D Explain the effects of free enterprise in the Industrial Revolution.</p> <p>WHS.9A Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.</p> <p>WHS.9B Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.</p> <p>WHS.9C trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar.</p> | <p>RUSH.2A Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.</p> <p>RUSH.4A Explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power.</p> <p>SUSH.4B Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.</p> | |
| <p>@SS.8.1B Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.</p> | | | <p>SUSH.2B Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade</p> | |



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| | | | Center and the Pentagon), and 2008 (election of first black president, Barack Obama). | |
| | | AR WHS.1F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. | RUSH.2A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. | |
| | | AR WHS.10A Identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I. | RUSH.4C Identify the causes of World War I and reasons for U.S. entry. | |
| | | WHS.10B Identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates AR WHS.10C Explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system. | SUSH.4D Understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest. SUSH.4E Analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front. RUSH.4F Analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. RUSH.15D Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. | |
| | | AR WHS.10D Identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics. | RUSH.6A Analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women. | |

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| <p>ⓈSS.8.3A Explain the reasons for the growth of representative government and institutions during the colonial period.</p> <p>ⓈSS.8.3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p>ⓈSS.8.3C Describe how religion and virtue contributed to the growth of representative government in the American colonies.</p> | | | | <p>GOV.1A Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government.</p> <p>GOV.1B Identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals.</p> |
| <p>ⓈSS.8.2A Identify reasons for English, Spanish, and French exploration and colonization of North America.</p> | | | | |
| <p>ⓈSS.8.2B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p> | <p>ⓈWGS.1A Analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today.</p> | | <p>ⓈUSH.3A Analyze political issues such as Indian policies, the growth of political machines, and civil service reform;</p> <p>ⓈUSH.3B Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business.</p> <p>ⓈUSH.3C Analyze social issues affecting women, minorities, children, immigrants, and urbanization.</p> | |
| <p>ⓈSS.8.4A Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.</p> <p>ⓈSS.8.4B</p> | | <p>WHS.9A Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.</p> <p>WHS.9B Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.</p> | | <p>GOV.1F Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</p> |

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| <p>Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>@SS.8.4C Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.</p> | | <p>WHS.9C trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar.</p> | | |
| <p>@SS.8.4D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.</p> | | | | <p>GOV.1E Analyze debates and compromises that impacted the creation of the founding documents.</p> |
| <p>@SS.8.5C Explain the origin and development of American political parties.</p> | | | <p>@USH.5A Analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.</p> <p>@USH.5B Evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society.</p> <p>@USH.5C Analyze the impact of third parties, including the Populist and Progressive parties.</p> <p>@USH.11C Analyze the impact of third parties on the 1992 and 2000 presidential elections.</p> | <p>GOV.10A Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.</p> <p>GOV.10B Explain the two-party system and Evaluate the role of third parties in the United States.</p> |
| <p>@SS.8.5A Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.</p> | | | | |

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| <p>Ⓢ SS.8.5B Summarize arguments regarding protective tariffs, taxation, and the banking system.</p> | | | | |
| <p>Ⓢ SS.8.5D Explain the causes, important events, and effects of the War of 1812.</p> | | | | |
| <p>Ⓢ SS.8.5E Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p> | | | | |
| <p>Ⓢ SS.8.5F Explain the impact of the election of Andrew Jackson, including expanded suffrage.</p> | | | | |
| <p>Ⓢ SS.8.5G Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, <i>Worcester v. Georgia</i>, and the Trail of Tears</p> | | | | |
| <p>Ⓢ SS.8.5G Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, <i>Worcester v. Georgia</i>, and the Trail of Tears.</p> | <p>WGS.2A Describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions.</p> | | | |
| <p>Ⓢ SS.8.6A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.</p> | | | | |
| <p>Ⓢ SS.8.6B Analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny.</p> | | | | |
| <p>Ⓢ SS.8.6C Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.</p> | | | | |
| <p>Ⓢ SS.8.7A Analyze the impact of tariff policies on sections of the United States before the Civil War.</p> <p>Ⓢ SS.8.7B</p> | | | | |



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| <p>Compare the effects of political, economic, and social factors on slaves and free blacks.</p> <p>ⓈSS.8.7C Analyze the impact of slavery on different sections of the United States.</p> <p>ⓈSS.8.7D Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.</p> | | | | |
| <p>ⓈSS.8.8A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.</p> <p>ⓈSS.8.8B Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.</p> <p>ⓈSS.8.8C Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p> | | | | |
| <p>ⓈSS.8.8D Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.</p> | | | | |
| <p>ⓈSS.8.9A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.</p> | | | | |
| <p>ⓈSS.8.9B Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels.</p> | | | <p>ⓈUSH.9A Trace the historical development of the civil rights movement from the late 1800s through the 21st</p> | |

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| <p>@SS.8.9C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.</p> | | | <p>century, including the 13th, 14th, 15th, and 19th amendments.</p> <p>@USH.9B Explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting.</p> | |
| | | <p>@R WHS.8C Explain the major characteristics and impact of European imperialism.</p> | <p>@USH.4A Explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power.</p> <p>@USH.4B Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.</p> | |
| | | | <p>@USH.6B Analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.</p> <p>@USH.16A Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.</p> | |
| | | <p>@R WHS.11A Summarize the international, political, and economic causes of the global depression.</p> <p>@R WHS.11B Explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.</p> | <p>@USH.16B Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.</p> <p>@USH.16C Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage.</p> | |

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| | | | <p>ⓈUSH.16D Compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.</p> <p>ⓈUSH.16E Describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.</p> | |
| | | <p>ⒶR WHS.12A Describe the emergence and characteristics of totalitarianism.</p> | <p>ⒶRUSH.7A Identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor.</p> | |
| | | <p>WHS.12B Explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.</p> | <p>ⓈUSH.7B Evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies.</p> <p>ⓈUSH.7E Describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz.</p> | |
| | | <p>ⒶR WHS.12C Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p> | <p>ⒶRUSH.7C Analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons.</p> <p>ⒶRUSH.7D Analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps.</p> | |

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| | | | <p>ⓈUSH.7F Explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities.</p> <p>ⓈUSH.7G Explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.</p> <p>ⓇUSH.17A Describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment.</p> <p>ⓇUSH.17B Identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business.</p> | |
| | | <p>ⓇWHS.13A Summarize how the outcome of World War II contributed to the development of the Cold War.</p> <p>WHS.13C Identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.</p> | <p>ⓇUSH.8A Describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis.</p> <p>ⓈUSH.8B Describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race.</p> | |
| | | <p>ⓇWHS.13B Summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise.</p> <p>ⓇWHS.13C</p> | <p>ⓇUSH.8C Explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy.</p> <p>ⓇUSH.8D</p> | |

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| | | Identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race. | <p>Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.</p> <p>ⓈUSH.8E Analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon.</p> <p>ⓇUSH.8F Describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.</p> | |
| | | | <p>ⓈUSH.9C Describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights.</p> <p>ⓈUSH.9D Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan.</p> <p>ⓈUSH.9E Compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.;</p> <p>ⓈUSH.9F discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement.</p> | |
| | | | <p>ⓇUSH.9G Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</p> | <p>GOV.2A Describe the processes used by individuals, political parties, interest groups, or the media to affect public policy.</p> <p>GOV.2B</p> |

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| | | | <p>ⓈUSH.9H Explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo.</p> <p>ⓇUSH.9I Evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.</p> <p>ⓈUSH.9J Describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.</p> | Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present. |
| | | <p>WHS.13D Explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.</p> | <p>ⓈUSH.10A Describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente.</p> <p>ⓈUSH.10B Describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength.</p> | |
| | | <p>WHS.13D Explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.</p> | | |
| | | <p>ⓇWHS.13E Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.</p> <p>ⓇWHS.13F Discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.</p> | <p>ⓇUSH.10C Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair.</p> | |

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| | | <p>AR WHS.14A Explain the impact of geopolitical influences on the development of radical Islamic terrorism.</p> <p>AR WHS.14B Explain the impact of radical Islamic terrorism on global events.</p> <p>AR WHS.14C Explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.</p> | <p>RUUSH.11A Describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror.</p> | |
| | | | <p>USUSH.10D Describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority.</p> <p>USUSH.10E Describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.</p> | |
| | | | <p>USUSH.11B Identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum.</p> | |
| | | | <p>USUSH.11D Identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</p> | |

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| Strand 2 - Geography Strand: People, Places, and Environments | | | | |
| <p>SS.8.10A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.</p> | <p>WGS.6A Locate and describe human and physical features that influence the size and distribution of settlements.</p> | <p>WHS.15A locate places and regions of historical significance directly related to major eras and turning points in world history.</p> <p>WHS.15C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> | | |
| <p>SS.8.10B Compare places and regions of the United States in terms of physical and human characteristics.</p> | <p>WGS.4A Explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions.</p> <p>WGS.4B Describe different landforms such as plains, mountains, and islands and the physical processes that cause their development.</p> <p>WGS.4C Explain the influence of climate on the distribution of biomes in different regions.</p> <p>WGS.6B Explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.</p> | <p>WHS.15B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> | <p>USH.13A Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.</p> <p>USH.13B Analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.</p> | <p>GOV.3A Explain how population shifts affect voting patterns.</p> <p>GOV.3B Examine political boundaries to make inferences regarding the distribution of political power.</p> |
| <p>SS.8.10C Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.</p> | <p>WGS.2B Explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.</p> | <p>WHS.15B Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.</p> | <p>USH.12A Analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.</p> | |
| <p>SS.8.11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.</p> | <p>WGS.7B Explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration.</p> | | | <p>GOV.3C Explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.</p> |

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| Strand 2 - Geography Strand: People, Places, and Environments | | | | |
| <p>SS.8.11B Describe the positive and negative consequences of human modification of the physical environment of the United States.</p> | <p>WGS.7A Analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends.</p> <p>WGS.8A Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology.</p> | | <p>USH.14A Identify the effects of population growth and distribution on the physical environment.</p> | |
| | | | <p>USH.14B Identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act.</p> | |
| | <p>WGS.3A Explain weather conditions and climate in relation to annual changes in Earth-Sun relationships.</p> <p>WGS.3B Describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes.</p> <p>WGS.3C Describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.</p> | | | |
| | <p>WGS.5A Analyze how the character of a place is related to its political, economic, social, and cultural elements.</p> <p>WGS.5B Interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.</p> | | | |

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| Strand 2 - Geography Strand: People, Places, and Environments | | | | |
| | <p>WGS.7C Describe trends in world population growth and distribution.</p> <p>WGS.7D Analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.</p> | | | |
| | <p>WGS.8B Analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment.</p> <p>WGS.8C Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</p> | | | |
| | <p>WGS.9A Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region.</p> <p>WGS.9B describe different types of regions, including formal, functional, and perceptual regions.</p> | | | |

Strand 3 – Economics

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 3 - Economics Strand: Production, Distribution, and Consumption | | | | |
| <p>ⓈSS.8.12A Identify economic differences among different regions of the United States.</p> <p>ⓈSS.8.12B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.</p> | <p>WGS.10C Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.</p> <p>WGS.18C Identify examples of cultures that maintain traditional ways, including traditional economies.</p> | <p>WHS.16A Identify important changes in human life caused by the Neolithic Revolution.</p> | | |
| <p>ⓈSS.8.12C Analyze the causes and effects of economic differences among different regions of the United States at selected times.</p> | | | <p>ⓈUSH.15A Describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.</p> | |
| <p>ⓈSS.8.13A Analyze the War of 1812 as a cause of economic changes in the nation.</p> <p>ⓈSS.8.13B Identify the economic factors that brought about rapid industrialization and urbanization.</p> | <p>WGS.11B Identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries.</p> | <p>WHS.16B Summarize the role of economics in driving political changes as related to the Industrial Revolution.</p> | | |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 3 - Economics Strand: Production, Distribution, and Consumption | | | | |
| | | | <p>Ⓢ USH.16A Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.</p> <p>Ⓡ USH.16B Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.</p> <p>Ⓡ USH.16C Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.</p> | |
| <p>Ⓢ SS.8.14A Explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights.</p> <p>Ⓢ SS.8.14B Describe the characteristics and the benefits of the U.S. free enterprise system through 1877.</p> | <p>Ⓡ WGS.10A Describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems.</p> <p>Ⓡ WGS.10B Classify countries along the economic spectrum between free enterprise and communism.</p> | <p>Ⓡ WHS.17A Identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith.</p> <p>Ⓡ WHS.17B Identify the historical origins and characteristics of communism, including the influence of Karl Marx.</p> <p>Ⓡ WHS.17C Identify the historical origins and characteristics of socialism.</p> <p>Ⓡ WHS.17D Identify the historical origins and characteristics of fascism.</p> | <p>Ⓡ USH.15B Describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act;</p> | <p>GOV.4B Compare the role of government in the U.S. free enterprise system and other economic systems.</p> <p>GOV.4C Explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.</p> |
| | | <p>WHS.17E Explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.</p> | | |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 3 - Economics Strand: Production, Distribution, and Consumption | | | | |
| | WGS.11A Understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary). | | | |
| | WGS.10D Compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones. | WHS.16C Describe the economic impact of globalization. | | |
| | | | ⓈUSH.15C Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open-Door Policy, Dollar Diplomacy, and immigration quotas. | GOV.5A Analyze how economic and natural resources influence U.S. foreign policy. |
| | | | Ⓢ USH.15E Describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money. | GOV.4A Explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels. |
| | | | ⓈUSH.17C Describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s. | |
| | | | ⓈUSH.17D Identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX. | |
| | Ⓜ WGS.11C Assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities. | | ⓂUSH.17E Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). | GOV.5B Describe the roles of the executive and legislative branches in setting international trade and fiscal policies. |

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| Strand 3 - Economics Strand: Production, Distribution, and Consumption | | | | |
| | <p>WGS.12A Analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.</p> <p>WGS.12B Evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</p> | | | |

Strand 4 – Government

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 4 - Government Strand: Power, Governance, and Authority | | | | |
| <p>@SS.8.15A Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government.</p> <p>@SS.8.15E Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.</p> <p>@SS.8.17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p> | | <p>WHS.19C Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.</p> | | <p>GOV.1C Identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu.</p> <p>GOV.1D Identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government.</p> <p>GOV.6C Analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government.</p> |
| <p>@SS.8.15B Summarize the strengths and weaknesses of the Articles of Confederation.</p> <p>@SS.8.15C Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> | | <p>WHS.19A Explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.</p> <p>WHS.19B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.</p> | <p>@USH.1A Analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.</p> | <p>GOV.6A Explain the importance of a written constitution.</p> <p>GOV.6B Explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</p> <p>GOV.6F Identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</p> <p>GOV.7H Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p> <p>GOV.8A Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p> |

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| Strand 4 - Government Strand: Power, Governance, and Authority | | | | |
| <p>@SS.8.15D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> | | <p>WHS.9D Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.</p> | <p>@USH.1B Analyze and evaluate the application of these founding principles to historical events in U.S. history.</p> <p>@USH.1C Explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."</p> | <p>GOV.6D Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p> <p>GOV.7A Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws.</p> <p>GOV.7B Analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments.</p> <p>GOV.7C Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.</p> <p>GOV.7E Explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</p> |
| | <p>WGS.14B Compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries.</p> | <p>WHS.18A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations.</p> <p>WHS.18B Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p> | | <p>GOV.11A Compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.</p> <p>GOV.11B Analyze advantages and disadvantages of presidential and parliamentary systems of government.</p> |

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| Strand 4 - Government Strand: Power, Governance, and Authority | | | | |
| | | | <p>USUSH.18D Describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.</p> | <p>GOV.7D Identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC).</p> <p>GOV.7G Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.</p> |
| <p>SS.8.16A Summarize the purposes for amending the U.S. Constitution.</p> <p>SS.8.16B Describe the impact of the 13th, 14th, and 15th amendments.</p> | | | <p>USUSH.20B Explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.</p> | <p>GOV.6E Describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government.</p> <p>GOV.9C Analyze the impact of the passage of the 17th Amendment.</p> <p>GOV.12F Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government.</p> <p>GOV.12G Recall the conditions that produced the 14th Amendment and Describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and Analyze the impact on the scope of fundamental rights and federalism.</p> |
| <p>SS.8.18A Identify the origin of judicial review.</p> | | <p>GOV.7F Analyze selected issues raised by judicial activism and judicial restraint.</p> | | |

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| Strand 4 - Government Strand: Power, Governance, and Authority | | | | |
| <p>SS.8.18B Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.</p> <p>SS.8.18C Evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.</p> | | | <p>USH.20A Analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder.</p> | <p>GOV.12E Analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade.</p> |
| <p>SS.8.17B Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p> | <p>WGS.14C Analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).</p> | <p>WHS.19D Explain the significance of the League of Nations and the United Nations.</p> | <p>USH.18A Evaluate the impact of New Deal legislation on the historical roles of state and federal government.</p> <p>USH.18B Explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001.</p> <p>USH.18C Describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders.</p> <p>USH.19A Describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government.</p> <p>USH.19B Evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.</p> | <p>GOV.8B Categorize government powers as national, state, or shared.</p> <p>GOV.8C Analyze historical and contemporary conflicts over the respective roles of national and state governments.</p> <p>GOV.8D Explain how the U.S. Constitution limits the power of national and state governments.</p> |

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| Strand 4 - Government Strand: Power, Governance, and Authority | | | | |
| | <p>WGS.13A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p> <p>WGS.13B Compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.</p> <p>WGS.14A Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.</p> | | | <p>GOV.9A Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p> <p>GOV.9B Explain the process of electing the president of the United States and analyze the Electoral College.</p> |

Strand 5 – Citizenship

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 5 - Citizenship: Civic Ideals and Practices | | | | |
| <p>Ⓡ SS.8.19A Define and give examples of unalienable rights.</p> <p>Ⓡ SS.8.19B Summarize rights guaranteed in the Bill of Rights.</p> <p>ⓈSS.8.21B Describe the importance of free speech and press in a constitutional republic.</p> <p>ⓈSS.8.21C Summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.</p> | | <p>WHS.21A Summarize the development of the rule of law from ancient to modern times.</p> <p>WHS.21B Identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome.</p> | | <p>GOV.12A Explain the roles of limited government and the rule of law in the protection of individual rights.</p> <p>GOV.12B Identify and define the unalienable rights.</p> <p>GOV.12C Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights.</p> <p>GOV.12D Analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and Compare this to the concept of separation of church and state.</p> <p>GOV.15B Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.</p> |
| <p>Ⓢ SS.8.21A Identify different points of view of political parties and interest groups on important historical and contemporary issues.</p> | <p>WGS.15A Identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels.</p> | <p>WHS.21F Identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.</p> | <p>ⓈUSH.21A Discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire.</p> <p>ⓈUSH.21B Describe how American values are different and unique from those of other nations.</p> | <p>GOV.13A Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good.</p> <p>GOV.15A Analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues.</p> |

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| Strand 5 - Citizenship: Civic Ideals and Practices | | | | |
| <p>SS.8.19C Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.</p> <p>SS.8.20B Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.</p> | | <p>WHS.20A Describe how people have participated in supporting or changing their governments.</p> <p>WHS.20B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.</p> | <p>USH.22A Identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.</p> <p>USH.22C Explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility.</p> | <p>GOV.13B Explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.</p> <p>GOV.13C Describe the voter registration process and the criteria for voting in elections.</p> <p>GOV.14A Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels.</p> |
| | | | <p>USH.22D Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.</p> | |
| | <p>WGS.15B Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</p> | | <p>USH.22B Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924.</p> | |
| <p>SS.8.20A Evaluate the contributions of the Founding Fathers as models of civic virtue.</p> <p>SS.8.22A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.</p> <p>SS.8.22B Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.</p> | | <p>WHS.20C Identify examples of key persons who were successful in shifting political thought, including William Wilberforce.</p> | <p>USH.23A Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton.</p> <p>USH.23B Explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.</p> | <p>GOV.14B Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.</p> <p>GOV.14C Describe the factors that influence an individual's political attitudes and actions.</p> |

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| Strand 5 - Citizenship: Civic Ideals and Practices | | | | |
| | <p>WGS.18B Assess causes and effects of conflicts between groups of people, including modern genocides and terrorism.</p> | <p>WHS.21C Identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union.</p> <p>WHS.21D Identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;</p> | | |

Strand 6 – Culture

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 6 - Culture Strand; Culture; Individual Development and Identity; Individuals, Groups, and Institutions | | | | |
| <p>SS.8.23B Explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs.</p> <p>SS.8.23C Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.</p> | <p>WGS.16C Describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.</p> | | | |
| <p>SS.8.23A Identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.</p> | <p>WGS.16A Describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion.</p> | | <p>USH.26C Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.</p> | <p>GOV.16B Explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.</p> |
| <p>SS.8.23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p>SS.8.23E Identify the political, social, and economic contributions of women to American society.</p> | <p>WGS.17C Compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities.</p> <p>WGS.17D Evaluate the experiences and contributions of diverse groups to multicultural societies.</p> | <p>WHS.23A Describe the changing roles of women, children, and families during major eras of world history.</p> <p>WHS.23B Describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.</p> | <p>USH.25C Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.</p> <p>USH.25D Identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.</p> | |
| <p>SS.8.24A Describe and evaluate the historical development of the abolitionist movement.</p> <p>SS.8.24B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.</p> | | | <p>USH.25A Explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society.</p> | <p>GOV.16A Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger.</p> |
| <p>SS.8.25B Describe religious influences on social movements, including the impact of the first and second Great Awakenings.</p> | <p>WGS.17A Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</p> | <p>WHS.22C Identify examples of religious influence on various events referenced in the major eras of world history.</p> | | |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 6 - Culture Strand; Culture; Individual Development and Identity; Individuals, Groups, and Institutions | | | | |
| <p>Ⓢ SS.8.25A Trace the development of religious freedom in the United States.</p> <p>Ⓡ SS.8.25C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.</p> | | | | |
| | <p>WGS.16B Describe elements of culture, including language, religion, beliefs, institutions, and technologies.</p> | <p>WHS.24A Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India.</p> <p>WHS.24B Summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</p> | | |
| <p>Ⓢ SS.8.25A Trace the development of religious freedom in the United States.</p> <p>Ⓡ SS.8.25C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.</p> | | <p>WHS.24C Explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.</p> | | |
| <p>Ⓢ SS.8.26A Identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature.</p> <p>Ⓢ SS.8.26B Analyze the relationship between the arts and continuity and change in the American way of life.</p> | | <p>Ⓡ WHS.25A Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.</p> | <p>Ⓢ USH.24A Describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature.</p> <p>Ⓡ USH.24B Describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society.</p> | |
| | <p>WGS.18D Evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.</p> | <p>WHS.25B Describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p> | <p>Ⓢ USH.24C Identify and analyze the global diffusion of American culture through various media.</p> | |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 6 - Culture Strand; Culture; Individual Development and Identity; Individuals, Groups, and Institutions | | | | |
| | | WHS.24D Explain how geopolitical and religious influences have impacted law and government in the Muslim world. | | |
| | WGS.17B Describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism. | WHS.22A Describe the historical origins and central ideas in the development of monotheism. WHS.22B Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism. | | |
| | | | USUSH.25B Describe the Americanization movement to assimilate immigrants and American Indians into American culture. | |

Strand 7 – Science, Technology, and Society

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 7 - Science, Technology, and Society | | | | |
| | | <p>WHS.26A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>WHS.26B Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations.</p> | | |
| <p>SS.8.27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts.</p> | <p>WGS.19A Evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment.</p> | | <p>USH.26A Explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States.</p> | <p>GOV.17A Explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship.</p> |
| <p>SS.8.27B Analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally.</p> <p>SS.8.27C Analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.</p> | <p>WGS.20B Examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p> | <p>WHS.27A Explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.</p> <p>WHS.27B Explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.</p> | <p>USH.26C Describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.</p> | |
| <p>SS.8.28A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.</p> <p>SS.8.28B Identify examples of how industrialization changed life in the United States.</p> | <p>WGS.19B Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places.</p> <p>WGS.19C Analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p> | <p>WHS.26C Explain the impact of the printing press on the Renaissance and the Reformation in Europe.</p> <p>WHS.26D Describe the origins of the Scientific Revolution in 16th century Europe and Explain its impact on scientific thinking worldwide.</p> | <p>USH.27A Analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication.</p> | <p>GOV.17B Identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.</p> |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 7 - Science, Technology, and Society | | | | |
| | <p>WGS.20A Describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS).</p> | <p>WHS.27D Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.</p> | <p>USH.26B Explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine.</p> <p>USH.27B Describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.</p> <p>USH.28C Understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.</p> | <p>GOV.18A Describe the potential impact of recent scientific discoveries and technological innovations on government policy.</p> <p>GOV.18B Evaluate the impact of the Internet and other electronic information on the political process.</p> |
| | | <p>WHS.27E Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p> | | |

Strand 8 – Social Studies Skills

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 8 - Social Studies Skills Strand: Acquiring Information, Analyzing Information, Processing Information, Problem-Solving, and Decision-Making | | | | |
| <p>SS.8.29A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p> | <p>WGS.21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs,</p> | | <p>USH.28A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;</p> | |
| <p>SS.8.29B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> | <p>WGS.21D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.</p> | <p>WHS.28E Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.</p> | <p>USH.28B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> | <p>GOV.19A Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> |
| <p>SS.8.29C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> | | <p>WHS.28A Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.</p> | <p>USH.28AC Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence.</p> | |
| | | | | |
| <p>SS.8.29E Support a point of view on a social studies issue or event.</p> | <p>WGS.21E Identify different points of view about an issue or current topic.</p> | <p>WHS.28B Explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.</p> | | |
| <p>SS.8.29D Identify bias and points of view created by the historical context surrounding an event.</p> | | <p>WHS.28C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.</p> | <p>USH.28E Identify bias and support with historical evidence a point of view on a social studies issue or event.</p> | <p>GOV.19C Analyze and defend a point of view on a current political issue.</p> |
| <p>SS.8.29F Evaluate the validity of a source based on corroboration with other sources and information about the author.</p> | | <p>WHS.28D Evaluate the validity of a source based on bias, corroboration with other sources, and information about the author.</p> | <p>USH.28D Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context.</p> | <p>GOV.19D Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.</p> |
| <p>SS.8.29H Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> | | | <p>USH.29H Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.</p> | <p>GOV.19E Evaluate government data using charts, tables, graphs, and maps.</p> |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 8 - Social Studies Skills Strand: Acquiring Information, Analyzing Information, Processing Information, Problem-Solving, and Decision-Making | | | | |
| <p>PS SS.8.29G Create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States.</p> <p>PS SS.8.29H Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</p> <p>PS SS.8.30C Create written, oral, and visual presentations of social studies information.</p> | <p>PS WGS.21B Identify places of contemporary geopolitical significance on a map.</p> <p>PS WGS.21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p> <p>PS WGS.22A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.</p> | <p>PS WHS.29A Create and Interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.</p> <p>PS WHS.29B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</p> <p>PS WHS.30C Interpret and create written, oral, and visual presentations of social studies information.</p> | <p>PS USH.30A Create a visual representation of historical information such as thematic maps, graphs, and charts.</p> <p>PS USH.30B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</p> | <p>PS GOV.19B Create a product on a contemporary government issue or topic using critical methods of inquiry.</p> |
| | <p>PS WGS.22B Generate summaries, generalizations, and thesis statements supported by evidence;</p> | <p>PS WHS.28F Construct a thesis on a social studies issue or event supported by evidence.</p> | | |
| <p>PS SS.8.30A Use social studies terminology correctly.</p> | <p>PS WGS.22C Use social studies terminology correctly.</p> | <p>PS WHS.30A Use social studies terminology correctly.</p> | <p>PS USH.29B Use social studies terminology correctly.</p> | <p>PS GOV.20A Use social studies terminology correctly.</p> |
| <p>PS SS.8.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> | <p>PS WGS.22D Create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.</p> | <p>PS WHS.30B Use effective written communication skills, including proper citations and avoiding plagiarism.</p> | <p>PS USH.29A Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> | <p>PS GOV.20B Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p> |
| | <p>PS WGS.23A Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.</p> <p>PS WGS.23B Use case studies and GIS to identify contemporary challenges and to answer real-world questions.</p> | | | |

| Grade 8 | World Geography | World History | US History Since Reconstruction | Government |
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| Strand 8 - Social Studies Skills Strand: Acquiring Information, Analyzing Information, Processing Information, Problem-Solving, and Decision-Making | | | | |
| <p>PS SS.8.31 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> | <p>PS WGS.23C Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> | <p>PS WHS.31 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> | <p>PS USH.31 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> | <p>PS GOV.21 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and Evaluate the effectiveness of the solution.</p> |

| Economics | Personal Financial Literacy | Social Studies Skills |
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| <p>ECO.1A Explain why scarcity and choice are basic economic problems faced by every society.</p> <p>ECO.1B Describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce.</p> <p>ECO.1C Describe the economic factors of production: land, labor, capital, and entrepreneurship.</p> <p>ECO.1D Interpret a production-possibilities curve and Apply the concepts of opportunity costs and scarcity.</p> <p>ECO.2A Understand the effect of changes in price on the quantity demanded and quantity supplied.</p> <p>ECO.2B Identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price.</p> <p>ECO.2C Interpret a supply-and-demand graph using supply-and-demand schedules.</p> <p>ECO.3A Apply the concepts of absolute and comparative advantages.</p> <p>ECO.3B Compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade.</p> <p>ECO.3C Analyze the effects of changes in exchange rates on imports and exports.</p> <p>ECO.4A Explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government.</p> <p>ECO.4B contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems.</p> <p>ECO.4C Analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.</p> <p>ECO.5A Explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth.</p> <p>ECO.5B Analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.</p> | <p>ECO.15A Explain the characteristics of sole proprietorships, partnerships, and corporations.</p> <p>ECO.15B Analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.</p> <p>ECO.16A Explain the functions of financial institutions and how they affect households and businesses.</p> <p>ECO.16B Explain how the amount of savings in an economy is the basis of capital formation.</p> <p>ECO.16C Analyze the role of interest and risk in allocating savings to its most productive use.</p> <p>ECO.16D Examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.</p> <p>ECO.17A Assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan.</p> <p>ECO.17B Explain how to begin a savings program.</p> <p>ECO.17C Demonstrate how to maintain a checking account, including reconciling a bank statement.</p> <p>ECO.17D Identify the types of loans available to consumers.</p> <p>ECO.17E Explain the responsibilities and obligations of borrowing money.</p> <p>ECO.17F Develop strategies to become a low-risk borrower by improving and Understanding one's personal credit score.</p> <p>ECO.18A Examine ways to avoid and eliminate credit card debt.</p> <p>ECO.18B Evaluate the costs and benefits of declaring personal bankruptcy.</p> <p>ECO.18C Evaluate the costs and benefits of buying insurance.</p> <p>ECO.18D Evaluate the costs and benefits of charitable giving.</p> <p>ECO.19A Evaluate the costs and benefits of renting a home versus buying a home.</p> <p>ECO.19B Assess the financial aspects of making the transition from renting to home ownership.</p> <p>ECO.20A Understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education.</p> | <p>ECO.21A Analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>ECO.21B Create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to Analyze economic concepts or issues.</p> <p>ECO.21C Explain a point of view on an economic issue.</p> <p>ECO.21D Analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.</p> <p>ECO.21E Evaluate economic data using charts, tables, graphs, and maps.</p> <p>ECO.22A Use social studies terminology correctly.</p> <p>ECO.22B Create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.</p> <p>ECO.23 The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to Identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> |

| Economics | Personal Financial Literacy | Social Studies Skills |
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| <p>ECO.6A Analyze the costs and benefits of the purchase, use, or disposal of personal and business property.</p> <p>ECO.6B Identify and evaluate examples of restrictions that the government places on the use of business and individual property.</p> <p>ECO.7A Interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model.</p> <p>ECO.7B Explain how government actions affect the circular-flow model.</p> <p>ECO.8A Describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly.</p> <p>ECO.8B Identify regulations that Apply to the establishment and operation of various types of market structures.</p> <p>ECO.9A Interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation.</p> <p>ECO.9B Analyze business cycles using key economic indicators.</p> <p>ECO.10A Analyze how productivity relates to growth.</p> <p>ECO.10B Analyze how technology relates to growth.</p> <p>ECO.10C Analyze how trade relates to growth.</p> <p>ECO.11A Describe the functions of money.</p> <p>ECO.11B Describe the characteristics of money, including commodity money, fiat money, and representative money.</p> <p>ECO.11C Analyze the positive and negative aspects of barter, currency, and debit cards.</p> <p>ECO.12A Explain the structure of the Federal Reserve System.</p> <p>ECO.12B Analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations.</p> <p>ECO.12C Explain how the actions of the Federal Reserve System affect the nation's money supply.</p> | <p>ECO.20B Research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations.</p> <p>ECO.20C Analyze and Compare student grant options.</p> <p>ECO.20D Analyze and Compare student loan options, including private and federal loans.</p> <p>ECO.20E Research and evaluate various work-study program opportunities.</p> | |

| Economics | Personal Financial Literacy | Social Studies Skills |
|---|-----------------------------|-----------------------|
| <p>ECO.12D Describe the current role of the U.S. dollar in trade in the world market and Analyze how that has changed over time, in particular since departing from the gold standard in 1971.</p> <p>ECO.13A Describe the role of government in the U.S. free enterprise system and the changes in that role over time.</p> <p>ECO.13B Analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.</p> <p>ECO.14A Identify types of taxes at the local, state, and national levels and the economic importance of each.</p> <p>ECO.14B Explain the categories of revenues and expenditures in the U.S. federal budget.</p> <p>ECO.14C Analyze the impact of fiscal policy decisions on the economy.</p> | | |