

**Teacher: Core Social Studies Grade 6**

**Year: 2008-2009**

**Course: Social Studies Grade 6**

**Current Events and World Issues**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Current World Events	Research current world issues/ news events  Make personal and historical connections to news and events  Summarize and present current world events from newspapers, news magazines or news websites  Identify current event locations on world map	6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.  6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.  6.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.  6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.  6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.  6.E.1.3 ~ Students are able to identify the effects of economic systems on society.  6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

**Themes of Geography**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
5 Themes of Geography - location	Identify and explain the five	6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.

<ul style="list-style-type: none"> <li>- place</li> <li>- interaction</li> <li>- movement</li> <li>- region</li> </ul>	<p>themes of geography</p> <p>Recognize and apply vocabulary related to the 5 themes</p> <p>Explain types of movement</p> <p>Categorize types of regions</p> <p>Illustrate how legends have been important to the study of history</p> <p>Connect how archaeology helps scientists learn about ancient civilization</p>	<p>6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p>
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### Early Humans and Societies

Content	Skills	Standards
<p>Paleolithic Age - Neanderthals and Cro-Magnons</p> <p>Neolithic Age</p>	<p>Analyze the invention of new weapons and techniques used by prehistoric people</p> <p>Evaluate how tools, language, and clothing helped early people advance</p> <p>Explore what Neanderthals and Cro-Magnons were like</p> <p>Derive how people changed from food gatherers to food producers</p> <p>Recognize why specialization, government, and religion were</p>	<p>6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.1 ~ Students are able to explain the development of society during the Stone Age.</p> <p>6.W.2.1 ~ Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</p>

	important in Neolithic societies	
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## Mesopotamia

Content	Skills	Standards
Emergence of Sumerian civilization and development of city-states	Apply the five themes of Geography to ancient Mesopotamia	6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.
Sumerian - religion, family life, government	Locate River Valley Civilizations	6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.
Hammurabi	Research the geographical settings that make up a river valley civilization	6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.
Babylonia and Assyria	Identify Hammurabi reforms and their importance	6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
Contributions made by Mesopotamians		6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.  6.E.1.3 ~ Students are able to identify the effects of economic systems on society.  6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.  6.W.1.2 ~ Students are able to explain the development of the River Valley civilizations based on their geographic locations.  6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.  6.W.1.4 ~ Students are able to explain the development of the Middle Eastern civilizations.

		<p>6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>6.W.2.2 ~ Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <p>6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.</p> <p>6.W.2.4 ~ Students are able to identify the cultural contributions of the Middle Eastern civilizations.</p>
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## Egypt

Content	Skills	Standards
<p>Old, Middle, New Kingdoms</p> <p>Hieroglyphics</p> <p>Government and Society - Pharaohs</p> <p>Pyramids, religious beliefs and practices</p> <p>Egyptian Contributions</p> <p>The Nile River</p>	<p>Identify role of the Egyptian pharaoh in government, economy and religion.</p> <p>Demonstrate understanding of Egyptian religion, writing, economics, and art</p> <p>Describe the importance of the Nile River Valley in the development of Egyptian civilization</p> <p>Explain the major accomplishments of Egyptian pharaohs, including Hatshepsut, Ramses the Great</p>	<p>6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>6.E.1.3 ~ Students are able to identify the effects of economic systems on society.</p>

	<p>Identify key aspects of daily life of various social classes in ancient Egyptian society</p> <p>Identify the three major periods of ancient Egyptian history: Old Kingdom, Middle Kingdom, and New Kingdom.</p> <p>Discuss how pharaohs, pyramids, and religious beliefs influenced the Old Kingdom of Egypt.</p> <p>Analyze the relationship between religion and the social and political orders in Ancient Egypt</p> <p>Describe the importance of religion and the afterlife to ancient Egyptians.</p> <p>Analyze the technology the Egyptians used to adapt to the annual flooding of the Nile</p>	<p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.2 ~ Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <p>6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.</p> <p>6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>6.W.2.2 ~ Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <p>6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.</p>
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### Indus River Valley - China

Content	Skills	Standards
China's physical geography made farming possible but travel and communication difficult	Describe the importance of the Huang He river valley in the development of ancient China	6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.
Civilization began along the Huang He and Chang Jiang rivers	Analyze the geographical, political, economic and social structures of Ancient China with emphasis on the location and description of the	6.C.1.1 ~ Students are able to relate forms of governments to their civilizations.
Policies, achievements, political		6.C.1.2 ~ Students are able to identify relationships of events, ideals,

<p>contributions of the Shang, Zhou, Han, and Qin dynasties of China</p> <p>Religious influence in early China</p> <p>Confucius became the most influential teacher in Chinese history</p> <p>Daoism and Taoism</p> <p>Trade routes - Silk Road- led to exchange of new products and ideas among China, Rome and other peoples</p>	<p>river systems and the physical settings.</p> <p>Identify the major achievements of ancient China</p> <p>Explore the culture of ancient China- its religions, dynasties, leaders, and society</p> <p>Analyze how Confucianism affected people's roles in their family, in government, and in society</p>	<p>and written documents to changes in civilizations.</p> <p>6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>6.E.1.2 ~ Students are able to identify basic economic systems through the Middle Ages.</p> <p>6.E.1.3 ~ Students are able to identify the effects of economic systems on society.</p> <p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.2 ~ Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <p>6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.</p> <p>6.W.2.2 ~ Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <p>6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.</p>
<p><b>Indus River Valley Civilization - India</b></p>		
<p><b>Content</b></p>	<p><b>Skills</b></p>	<p><b>Standards</b></p>

Development of the early Indus River Valley civilizations	Describe what caused floods on the Indus River and the result of those floods	6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.
Harrapa and Mohenjo-daro civilization development and decline	Elaborate why the Harappan culture is considered a civilization	6.C.1.1 ~ Students are able to relate forms of governments to their civilizations.
Geography of Indus River Valley- influence of waterways, mountains, and seasonal rain	Identify the Brahmins and their role in Aryan society	6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.
Division of Indian Society under Aryan rule - Caste System	Show and explain the structure of the Indian caste system and its influence on Hinduism	6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.
Hinduism	Describe the influence of the Aryans on the Indus Valley (Sanskrit writing, introduction of Hinduism and the caste system)	6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
Buddhism	Describe the origins, beliefs, founders, goals and development of Buddhism, Hinduism and Jainism	6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.
Mauryan Empire unified India		6.E.1.2 ~ Students are able to identify basic economic systems through the Middle Ages.
Indian Achievements		6.E.1.3 ~ Students are able to identify the effects of economic systems on society.
		6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.
		6.W.1.2 ~ Students are able to explain the development of the River Valley civilizations based on their geographic locations.
		6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.
		6.W.2.2 ~ Students are able to identify the cultural contributions of the River Valley Civilizations.

Africa and the Americas		
Content	Skills	Standards
Geographical, political and cultural influences in the development of ancient empires of Western and Eastern Africa	Discuss the ancient African civilizations of Kush and Aksum elements of their culture they passed on	6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.
Geographic, political, economic and social structures of Mesoamerican civilizations	Identify how West African kingdoms grew and developed. Ancient West Africans: Identifies basic characteristics of the culture	6.C.1.1 ~ Students are able to relate forms of governments to their civilizations. 6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.
Cultural contributions of the Aztec, Incan and Mayan civilizations	Explain how the early people of Mesoamerica used the natural resources of their environment.	6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.
decline and defeat of the Aztec and Incan empires by the Spanish	Differentiate between the three main cultures of ancient Mesoamerica Examine the geography and climate of Mesoamerica Understand the daily life of the Aztec people and how they build a great civilization in the Mesoamerican region. Deduce how the Spanish caused the decline of the Aztec and Incan Empires	6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies. 6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources. 6.E.1.3 ~ Students are able to identify the effects of economic systems on society. 6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology. 6.W.1.5 ~ Students are able to explain the development of the African empires. 6.W.1.6 ~ Students are able to explain the development of the Mesoamerican/Andean empires.
		6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations,

		<p>philosophies, and religions.</p> <p>6.W.2.5 ~ Students are able to identify the cultural contributions of the African empires.</p> <p>6.W.2.6 ~ Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.</p>
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<b>Ancient Greece</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>City- States</p> <p>Government and Religion</p> <p>Mythology</p> <p>Athens and Sparta</p> <p>Cultural Contributions</p> <p>The Hellenistic Period and Alexander the Great</p> <p>The People and Places</p>	<p>Describe the geographical features of ancient Greece</p> <p>Explain the polis organization of ancient Greece</p> <p>Study Alexander the Great and explain his role in preserving and extending the legacy of ancient Greece</p> <p>Describe everyday life in ancient Greece.</p> <p>Identify the accomplishments of significant individuals in ancient Greece, such as Socrates, Plato and Aristotle</p> <p>Compare and contrast features of the Greek city-states.</p>	<p>6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>6.C.1.1 ~ Students are able to relate forms of governments to their civilizations.</p> <p>6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>6.E.1.3 ~ Students are able to identify the effects of economic systems on society.</p> <p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.</p>

6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.

## The Romans

### Content

### Skills

### Standards

Geography of the Mediterranean region and its influence on the development of the Roman Empire

Apply the 5 themes of Geography to the Roman Republic and Mediterranean region

6.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Founding of Rome, legends and facts

Recognize the correlation between the development of the Roman Empire from early Latin and Etruscans to a society that simulated the Greeks.

6.C.1.1 ~ Students are able to relate forms of governments to their civilizations.

The Etruscans daily life, religious beliefs and contributions to the Roman civilization

Explain how the failure of the Republic led to the creation of a Roman Empire.

6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

Government of the Roman Republic

Compare the Roman Republic to the Roman Empire.

6.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.

Expansion of the Roman Republic and effects of the conquests on economy and government

Study the government structure of the Roman empire as well as the importance of the many wars.

6.C.2.1 ~ Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.

Reformers and Generals

Understand the contributions of the Roman Empire and their influence on the development of the world.

6.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

From Roman Republic to Roman Empire

6.E.1.1 ~ Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.

Influences of Julius Caesar and Caesar Augustus on the Roman

6.E.1.3 ~ Students are able to identify the effects of economic systems on society.

<p>Empire</p> <p>The rule of Augustus</p> <p>Pax Romana and Roman daily life</p> <p>The decline and fall the Roman Empire</p> <p>The New Rome: The Rise of the eastern Roman Empire(Byzantine)</p> <p>Christianity in the Roman Empire</p>	<p>Appreciate the organization and expanse of the Roman Empire.</p> <p>Explain the political and geographic reasons for the growth of the Roman Empire.</p> <p>Identify and assess the major military, political, social, and economic problems that ultimately led to the fall of the Roman empire</p> <p>Investigate how the origins of Christianity are affected by the Roman Empire. Also to understand how Christianity came to be accepted as an official religion of Rome.</p> <p>Determine how Augustus helped unite the Roman Empire.</p> <p>Evaluate how the arts, literature, and language helped unify the peoples of the Roman Empire.</p> <p>Analyze how the government, army, and road system helped unite the peoples of the Roman Empire</p> <p>Describe the Roman Empire of Julius Caesar</p>	<p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p> <p>6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.</p> <p>6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p> <p>6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.</p>
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**Christianity and Major Religions of World**

Content	Skills	Standards
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<p>Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, and beliefs).</p>	<p>Summarize the growth / decline of Islam, Judaism, and Christianity worldwide and graph the results.</p>	<p>6.C.1.2 ~ Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p>
<p>Basic Teachings</p>	<p>Trace origins of Islam and connections with Judaism and Christianity</p>	<p>6.W.1.0 ~ Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>
<p>The Beginnings of Islam</p>	<p>Evaluate the Ten Commandments as an important part of three major religions- Judaism, Christianity, and Islam.</p>	<p>6.W.1.3 ~ Students are able to explain the development of Mediterranean civilizations.</p>
<p>Muhammad and the major concepts of Islam</p>	<p>Compare and Contrast Judaism, Christianity, and Islam, its beginning and basic belief structure.</p>	<p>6.W.1.7 ~ Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.</p>
<p>Islam influence</p>	<p>Describe, compare, and contrast the places of worship of the five major religions: Synagogues (Jewish); church (Christian); temples (Buddhism); mosques (Islam); and temples, shrines, and outdoor worship (Hindu)</p>	<p>6.W.2.0 ~ Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>
<p>Influence of geography on Islam</p>	<p>Explain who Muhammad was, describe his leadership in the Islamic faith, and his belief in monotheism.</p>	<p>6.W.2.3 ~ Students are able to identify the cultural contributions of the Mediterranean civilizations.</p>
	<p>Hypothesize geographic, economic, and political reasons for Islam's spread into Europe, Asia, and Africa</p>	<p>6.W.2.7 ~ Students are able to identify the cultural contributions of the Middle Ages.</p>
	<p>Identify key contributions of Islam's golden age to science.</p>	

mathematics, and literature.

**Teacher: Core Social Studies Grade 7**

**Year: 2008-2009**

**Course: Social Studies Grade 7**

### Geography of the World

#### Content

#### Skills

#### Standards

Geography and map skills

Looking at the Earth

Demonstrate ability to apply the themes of geography to particular regional areas

Describe Earth's movement and seasonal patterns

Classify the types of landforms and describe the forces that affect the Earth's surface

Analyze world issues using Current Events and Global News and maps

7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.

7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.

7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.

7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.

7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.

7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.

Water, climate, vegetation

Describe the ocean currents on a

7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.

	<p>map</p> <p>Compare the varied climate and wind patterns with emphasis on how latitude and elevation affect these systems</p> <p>Interpret weather patterns using proper weather terminology and symbols</p> <p>Analyze world problems and issues using Current Events and Global News and maps</p>	<p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.</p>
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**United States**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
World's People United States	Describe cultural traits - government, language, religion, economy	7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

	<p>Explain population growth and patterns</p> <p>Compare environmental challenges facing the world communities</p> <p>Illustrate the political and physical features of the United States on a map</p> <p>Divide the U.S. into regions and examine their differences</p> <p>Create a detailed Travel Brochure of a particular state and its places of interest</p> <p>Analyze world situations using Current Events and Global News and maps</p>	<p>7.C.1.1 ~ Students are able to describe how government impacts the characteristics of place.</p> <p>7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.</p> <p>7.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>7.C.2.1 ~ Students are able to describe how citizens impact social and political issues.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.3 ~ Students are able to describe the role of trade barriers and agreements in the global economy.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p>
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		<p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.</p> <p>7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.</p> <p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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**Canada**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Canada	<p>Describe the multiple cultural identities of the Canadian people and their relationship with the United States</p> <p>Illustrate the Canadian landscape</p>	<p>7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>7.C.1.1 ~ Students are able to describe how government impacts the characteristics of place.</p>

	<p>and provincial/territorial boundaries on a map</p> <p>Compare the Canadian government with that of Great Britain and the United States</p> <p>Analyze world problems and issues using Current Events and Global News and maps</p>	<p>7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.</p> <p>7.C.2.1 ~ Students are able to describe how citizens impact social and political issues.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.3 ~ Students are able to describe the role of trade barriers and agreements in the global economy.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.</p>
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		<p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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## Latin America

Content	Skills	Standards
Latin America Mexico Central America West Indies	<p>Demonstrate ability illustrate the political and physical features of Mexico, Central American, and the West Indies' countries on a map</p> <p>Explain how these countries relate to each other - their similarities and differences</p> <p>Analyze world problems using Current Events and Global News and maps</p>	<p>7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>7.C.1.1 ~ Students are able to describe how government impacts the characteristics of place.</p> <p>7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.</p> <p>7.C.2.1 ~ Students are able to describe how citizens impact social and political issues.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p>

		<p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.3 ~ Students are able to describe the role of trade barriers and agreements in the global economy.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.</p> <p>7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.</p> <p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p>
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		<p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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**Latin America - Brazil and Neighbors**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Brazil and its Neighbors	<p>Complete a comprehensive map of the physical and political features of Brazil and its neighboring countries</p> <p>Compare and explain the relationships among these countries</p> <p>Analyze world issues using Current Events and Global News and maps</p>	<p>7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p>

		<p>7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.</p> <p>7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.</p> <p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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**Latin America - Andean Countries**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Andean Countries	<p>Illustrate knowledge of the political and physical features of the Andean countries on a map</p> <p>Compare and explain the</p>	7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

	<p>differences among these countries</p> <p>Analyze world affairs using Current Events and Global News and maps</p>	<p>7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.</p> <p>7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.</p> <p>7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.</p> <p>7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.</p> <p>7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.</p> <p>7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.</p> <p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are</p>
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		<p>affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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**Europe**

<b>Content</b>	<b>Skills</b>	<b>Standards</b>
<p>British Isles and Scandinavia</p> <p>North western Europe</p>	<p>Identify the political and physical features of the British Isles and Scandinavia on a map</p> <p>Compare and analyze the differences among these countries</p> <p>Create an extensive travel plan for Northwestern Europe - intergrating an comprehensive itinerary of sightseeing within a limited time criteria</p> <p>Analyze world issues using Current Events and Global News and maps</p>	<p>7.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>7.C.1.1 ~ Students are able to describe how government impacts the characteristics of place.</p> <p>7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.</p> <p>7.C.2.1 ~ Students are able to describe how citizens impact social and political issues.</p> <p>7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.</p> <p>7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.</p> <p>7.E.1.3 ~ Students are able to describe the role of trade barriers and agreements in the global economy.</p>

7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.

7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.

7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.

7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.

7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.

7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.

7.G.1.4 ~ Students are able to identify population distribution, growth rates, and characteristics of human populations.

7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.

7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.

7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.

7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.

		7.G.2.4.a ~ Explain the concept of culture.
Southern Europe  Eastern Europe	Describe the cultures of Southern and Eastern European countries  Analyze the differences among these nations  Identify the political and physical features on a map  Analyze world issues using Current Events and Global News and maps	7.C.1.1 ~ Students are able to describe how government impacts the characteristics of place.  7.C.1.2 ~ Students are able to identify historical events that impacted individual governments.  7.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.  7.E.1.1 ~ Students are able to explain how the availability of resources provides for or challenges human activities.  7.E.1.2 ~ Students are able to describe how economic activity affects standard of living.  7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.  7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.  7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.  7.G.1.1 ~ Students are able to select appropriate resources, data services, and geographic tools to interpret information.  7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.  7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.  7.G.1.4 ~ Students are able to identify population distribution, growth

		<p>rates, and characteristics of human populations.</p> <p>7.G.2.0 ~ Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</p> <p>7.G.2.1 ~ Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>7.G.2.2 ~ Students are able to identify how humans impact and are affected by the natural environment.</p> <p>7.G.2.3 ~ Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>7.G.2.4 ~ Students are able to identify how human migration impacts politics, the environment, and regions.</p> <p>7.G.2.4.a ~ Explain the concept of culture.</p>
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### Australia, Oceania, Antarctica

Content	Skills	Standards
Australia Oceania Antarctica New Zealand	Identify the Australian, New Zealand, and Oceania countries' political and physical features and the Antarctic on a map  Analyze world issues using Current Events and Global News and maps	7.E.1.4 ~ Students are able to describe how technology affects the economic development of places and regions.  7.E.1.5 ~ Students are able to describe the relationship between government and economic systems in different countries.  7.G.1.0 ~ Analyze information from geographic representation, tools, and technology to define location, place, and region.  7.G.1.2 ~ Students are able to apply location, direction, size, and/or shape to maps.

		7.G.1.3 ~ Students are able to identify characteristics of various locations, places, and regions.
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**Teacher: Core Social Studies Grade 8**

**Year: 2008-2009**

**Course: Social Studies Grade 8**

SEPTEMBER	Beginnings		
	Content	Skills	Standards
	Geography of the Americas First Americans and Explorers	Interpret land profile through map study  Understand the uses of a time line  Demonstrate knowledge of latitude and longitude  Describe the extent of the Native People's civilization and cultures.  Demonstrate how they were affected by the explorers and explain the far reaching consequences of these explorations.  Analyze world issues with Current Events, Global News and maps	8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

OCTOBER		
Colonial Settlement		
Content	Skills	Standards
European empires English Colonies Colonial life	Understand reasons leading to colonial settlement.  Illustrate the goals and alternatives among the colonies.  Identify and analyze world issues using Current Events, Global News and maps.	8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.  8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.  8.E.1.1 ~ Students are able to identify economic support for America during conflicts.  8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.  8.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.  8.US.2.2.a ~ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans.
NOVEMBER		
A New Nation		
Content	Skills	Standards
Road To Revolution American Revolution Creating a new nation United States Constitution	Identify and explain the causes leading to the American Revolution and their effect on the actions of the Patriots.  Identify and analyze issues affecting the world using Current Events, Global News and maps.	8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.  8.C.1.2.a ~ Identify basic structures of tribal government prior to the Civil War.  8.E.1.0 ~ Analyze the role and relationships of economic systems on

	Interpret and demonstrate knowledge of the factors leading to the Founding Fathers creation of the U.S. Constitution.	<p>the development, utilization, and availability of resources in societies.</p> <p>8.E.1.1 ~ Students are able to identify economic support for America during conflicts.</p> <p>8.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>8.US.2.1 ~ Students are able to explain the impact of the American Revolution on American philosophies.</p> <p>8.US.2.2 ~ Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.</p>
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D E C E M B E R	<b>NHD Project</b>		
	<b>Content</b>	<b>Skills</b>	<b>Standards</b>
	National History NHD Day Project	<p>Distinguish and analyze cause and effect and integrate ideas into a presentation for NHD - compare sources and draw conclusions.</p> <p>Analyze world problems using Current Events, Global News and maps.</p>	<p>8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>8.C.1.1 ~ Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.</p> <p>8.C.1.3 ~ Students are able to describe the successes and problems of the government under the Articles of Confederation.</p> <p>8.C.2.0 ~ Analyze the constitutional rights and responsibilities of United States citizens.</p> <p>8.C.2.1 ~ Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</p>

		<p>8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>8.US.1.1 ~ Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</p> <p>8.US.2.2.a ~ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans.</p> <p>8.US.2.4.a ~ Describe the changing federal policy toward Native Americans.</p>
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<span style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">JANUARY</span> <b>Early Years of the Republic</b>		
Content	Skills	Standards
Federalist Era Jefferson Era  Corps Of Discovery - Lewis and Clark  A Nation Grows	<p>Compare and generalize the platforms of the different political parties.</p> <p>Identify and understand the impact of the expedition and its effect on the Native Peoples.</p> <p>Compare points of view about the expedition.</p> <p>Analyze world issues using Current Events and Global News and maps.</p>	<p>8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>8.C.1.2 ~ Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p> <p>8.C.1.2.a ~ Identify basic structures of tribal government prior to the Civil War.</p> <p>8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>8.E.1.1 ~ Students are able to identify economic support for America during conflicts.</p> <p>8.E.1.2 ~ Students are able to describe how westward expansion was motivated by economic gain.</p>

		<p>8.E.1.3 ~ Students are able to describe the impact of technology and industrialization on mid-1800s America.</p> <p>8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>8.US.1.1 ~ Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</p> <p>8.US.2.2.a ~ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans.</p> <p>8.US.2.4.a ~ Describe the changing federal policy toward Native Americans.</p>
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<b>A Nation Expands</b>		
<b>Content</b>	<b>Skills</b>	<b>Standards</b>
Age of Jackson Manifest Destiny Spirit of Freedom	<p>Determine and analyze the cause and effect of Jackson's policies on the country and the Manifest Destiny completion under Polk.</p> <p>NHD - Analyze and integrate data and opinions on topics connected to national theme through oral and written presentation.</p> <p>Analyze world issues using Current Events, Global News and maps.</p>	<p>8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>8.C.1.2 ~ Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p> <p>8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>8.E.1.2 ~ Students are able to describe how westward expansion was motivated by economic gain.</p> <p>8.E.1.3 ~ Students are able to describe the impact of technology and industrialization on mid-1800s America.</p>

FEBRUARY

		<p>8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>8.US.1.2 ~ Students are able to describe the unfolding of westward expansion and reform movements in the United States.</p> <p>8.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>8.US.2.2 ~ Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.</p> <p>8.US.2.2.a ~ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans.</p> <p>8.US.2.4.a ~ Describe the changing federal policy toward Native Americans.</p>
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M A R C H	<b>Rift and Reunion</b>	
	<b>Content</b>	<b>Skills</b>
	<p>Sectional Differences</p> <p>Road to Civil War</p> <p>Civil War</p>	<p>Determine cause and effect of the war.</p> <p>Identify the issues and leadership of both the North and the South.</p> <p>Interpret battle maps.</p> <p>Analyze issues through Current Events, Global News and maps.</p>

<b>Standards</b>
<p>8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p> <p>8.C.1.2 ~ Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p> <p>8.C.1.2.a ~ Identify basic structures of tribal government prior to the Civil War.</p> <p>8.C.1.4 ~ Students are able to describe the impact of the Civil War on the United States government.</p>

		<p>8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>8.E.1.1 ~ Students are able to identify economic support for America during conflicts.</p> <p>8.E.1.2 ~ Students are able to describe how westward expansion was motivated by economic gain.</p> <p>8.E.1.3 ~ Students are able to describe the impact of technology and industrialization on mid-1800s America.</p> <p>8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>8.US.1.1 ~ Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</p> <p>8.US.1.3 ~ Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.</p> <p>8.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>8.US.2.3 ~ Students are able to summarize the impacts of the Civil War on American culture and philosophies.</p>
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A P R I L	<b>Modern America</b>		
	<b>Content</b>	<b>Skills</b>	<b>Standards</b>
	Reconstruction Reshaping the Nation	Determine cause and effect of the post Civil War period.	8.C.1.0 ~ Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

<p>Twentieth Century</p>	<p>Identify issues during the period.</p> <p>Analyze and integrate Twentieth Century problems and outcomes in world politics.</p> <p>Analyze current issues using Current Events, Global News and maps.</p>	<p>8.C.1.4 ~ Students are able to describe the impact of the Civil War on the United States government.</p> <p>8.E.1.0 ~ Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p> <p>8.E.1.1 ~ Students are able to identify economic support for America during conflicts.</p> <p>8.E.1.4 ~ Students are able to outline the economic effects of Reconstruction in the United States.</p> <p>8.US.1.0 ~ Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>8.US.1.4 ~ Students are able to summarize the political and social changes in the United States during Reconstruction.</p> <p>8.US.2.0 ~ Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p> <p>8.US.2.3 ~ Students are able to summarize the impacts of the Civil War on American culture and philosophies.</p> <p>8.US.2.4 ~ Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction</p> <p>8.US.2.4.a ~ Describe the changing federal policy toward Native Americans.</p>
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