

Social Studies

GRADE 8

STANDARD 1

History

The student uses materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.

To meet this standard, the student will:

Benchmark 8.1.1: Chronology: Interpret relationships between events shown on multiple-tier time lines

Indicator:

8.1.1.1 Select events and construct a multiple-tier time line to show relationships among events

Benchmark 8.1.2: Early Civilizations: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations

Indicator:

No indicators present for this benchmark

Benchmark 8.1.3: Feudalism and Transitions: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe

Indicator:

No indicators present for this benchmark

Benchmark 8.1.4: The First Global Age: Describe the effects of interactions among civilizations during the 14th through the 18th centuries

Indicator:

- 8.1.4.1 Describe the political, religious and economic aspects of North American colonization including:
- Reasons for colonization, including religion, desire for land and economic opportunity;
 - Key differences among the Spanish, French and British colonies;
 - Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - Indentured servitude and the introduction and institutionalization of slavery;
 - Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - Conflicts among colonial powers for control of North America

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Benchmark 8.1.5: Revolution: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives

Indicators:

- 8.1.5.1 Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament
- 8.1.5.2 Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779
 - c. Creation of state constitutions
 - d. Impacts on women, African-Americans and American Indians

Benchmark 8.1.6: A New Nation: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution

Indicators:

- 8.1.6.1 Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security;
 - b. Creating a stable economic system;
 - c. Dealing with war debts;
 - d. Collecting revenue;
 - e. Defining the authority of the central government
- 8.1.6.2 Explain the challenges in writing and ratifying the U.S. Constitution including:
 - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)
 - b. The Federalist/Anti-Federalist debate
 - c. The debate over a Bill of Rights
- 8.1.6.3 Describe the actions taken to build one country from 13 states including:
 - a. The precedents established by George Washington, including the cabinet and a two-term presidency
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank
 - c. The establishment of an independent federal court system

Benchmark 8.1.7: Civil War and the Reconstruction: Analyze the causes and consequences of the American Civil War

Indicators:

- 8.1.7.1 Describe and analyze the territorial expansion of the United States including:
 - a. Northwest Ordinance
 - b. The Louisiana Purchase and the Lewis and Clark expedition
 - c. Westward movement including Manifest Destiny
 - d. The Texas War for Independence and the Mexican-American War

- 8.1.7.2 Explain causes of the Civil War with emphasis on:
 - a. Slavery
 - b. States' rights
 - c. The different economies of the North and South
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession
- 8.1.7.3 Explain the course and consequences of the Civil War with emphasis on:
 - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant
 - b. The Emancipation Proclamation
 - c. The Battle of Gettysburg
- 8.1.7.4 Analyze the consequences of Reconstruction with emphasis on:
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 2

People in Societies

The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

To meet this standard, the student will:

Benchmark 8.2.1: Cultures: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures

Indicator:

No indicators present for this benchmark

Benchmark 8.2.2: Interaction: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict

Indicators:

- 8.2.2.1 Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States
- 8.2.2.2 Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice
 - b. Racism and discrimination
 - c. Institutionalized racism and institutionalized discrimination
- 8.2.2.3 Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal
- 8.2.2.4 Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America
 - b. Resistance to slavery
- 8.2.2.5 Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights

Benchmark 8.2.3: Diffusion: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Indicator:

- 8.2.3.1 Explain how the diverse peoples of the United States developed a common national identity

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 3

Geography

The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

To meet this standard, the student will:

Benchmark 8.3.1: Location: Identify on a map the location of major physical and human features of each continent

Indicator:

No indicators present for this benchmark

Benchmark 8.3.2: Places and Regions: Define and identify regions using human and physical characteristics

Indicator:

8.3.2.1 Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics

Benchmark 8.3.3: Human Environmental Interaction: Explain how the environment influences the way people live in different places and the consequences of modifying the environment

Indicator:

8.3.3.1 Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries

Benchmark 8.3.4: Movement: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns

Indicator:

8.3.4.1 Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 4

Economics

The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world

To meet this standard, the student will:

Benchmark 8.4.1: Scarcity and Resource Allocation: Explain how the endowment and development of productive resources affect economic decisions and global interactions

Indicator:

- 8.4.1.1 Explain how the uneven distribution of productive resources influenced historic events such as the Civil War

Benchmark 8.4.2: Markets: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence

Indicators:

- 8.4.2.1 Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries
- 8.4.2.2 Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War

Benchmark 8.4.3: Government and the Economy: Identify connections between government policies and the economy

Indicators:

- 8.4.3.1 Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution
- 8.4.3.2 Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 5

Government

The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

To meet this standard, the student will:

Benchmark 8.5.1: Role of Government: Explain why people institute governments, how they influence governments, and how governments interact with each other

Indicators:

- 8.5.1.1 Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas
- 8.5.1.2 Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
 - a. Payment of debt
 - b. Establishment of a national bank
 - c. Strict or lenient interpretation of the Constitution
 - d. Support for England or France

Benchmark 8.5.2: Rules and Laws: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy

Indicators:

- 8.5.2.1 Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion
 - b. Economic instability
 - c. Government under the Articles of Confederation
- 8.5.2.2 Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy
 - b. Federalism
 - c. Bicameralism
 - d. Separation of powers
 - e. Checks and balances
- 8.5.2.3 Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security
- 8.5.2.4 Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition
 - b. Right to trial by jury and the right to counsel
 - c. Due process and equal protection of the laws
- 8.5.2.5 Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States
- 8.5.2.6 Describe the process by which a bill becomes a law

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Benchmark 8.5.3: Systems of Government: Compare the defining characteristics of democracies, monarchies and dictatorships

Indicator:

No indicators present for this benchmark

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 6

Citizenship Rights and Responsibilities

The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system

To meet this standard, the student will:

Benchmark 8.6.1: Participation: Show the relationship between civic participation and attainment of civic and public goals

Indicators:

- 8.6.1.1 Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - a. The Sons of Liberty and Committees of Correspondence/American independence
 - b. The Underground Railroad and the abolitionist movement/Abolition of slavery
- 8.6.1.2 Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
 - a. Nominating conventions
 - b. Expansion of the franchise
 - c. Active campaigning

Benchmark 8.6.2: Rights and Responsibilities: Identify historical origins that influenced the rights U.S. citizens have today

Indicators:

- 8.6.2.1 Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
 - a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner
 - b. State constitutional conventions and the disenfranchisement of free blacks
 - c. Jackson and his role in Indian removal
 - d. Frederick Douglass and the abolitionist movement
 - e. Elizabeth Cady Stanton and women's rights
- 8.6.2.2 Show connections between the rights and responsibilities of citizenship including:
 - a. Voting and staying informed on issues
 - b. Being tried by a jury and serving on juries
 - c. Having rights and respecting the rights of others

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

Social Studies

GRADE 8

STANDARD 7

Social Studies Skills and Methods

The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

To meet this standard, the student will:

Benchmark 8.7.1: Obtaining Information: Analyze different perspectives on a topic obtained from a variety of sources

Indicator:

8.7.1.1 Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event

Benchmark 8.7.2: Thinking and Organizing: Organize historical information in text or graphic format and analyze the information in order to draw conclusions

Indicator:

8.7.2.1 No indicators present for this benchmark

Benchmark 8.7.3: Communicating Information: Communicating Information: Present a position and support it with evidence and citation of sources

Indicator:

8.7.3.1 Construct a historical narrative using primary and secondary sources

8.7.3.2 Write a position paper or give an oral presentation that includes citation of sources

Benchmark 8.7.4: Problem Solving: Work effectively in a group

Indicator:

8.7.4.1 Organize and lead a discussion

8.7.4.2 Identify ways to manage conflict within a group

Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011

US History

GRADE 8

STANDARD 8

The student *applies a Christian perspective to historic events and social studies concepts*

To meet this standard, the student will:

Benchmark 8.8.1: Understand that God directs the course of history

Indicators:

- 8.8.1.1 Identify that the Bible tells us that God is directing history towards the central event of His return to establish His Kingdom on earth
- 8.8.1.2 Identify God's purpose in war, man's failures, catastrophic events, as well as man's successes

Benchmark 8.8.2: Understand that the Bible teaches us about God's design for government and economies

Indicators:

- 8.8.2.1 Analyze past and current political ideologies through a Christian worldview
- 8.8.2.2 Recognize God as the Designer and Creator of the world's political and economic systems

Benchmark 8.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned

Indicator:

- 8.8.3.1 Explain how through study of social studies that God demonstrates His sovereignty over mankind

Benchmark 8.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God

Indicator:

- 8.8.4.1 Identify that God created mankind to honor Him

Benchmark 8.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies

Indicators:

- 8.8.5.1 Understand that God is in control despite man's fallen nature
- 8.8.5.2 Identify examples of patterns and order in social studies that point to God as the Creator

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Social Studies, Grade 8, approved Jan. 15, 2007, revised May, 2008, September 2011