

Social Studies 8 (1) - DRAFT

STRAND	SUBSTRAND	STANDARD	BENCHMARK	ESSENTIAL ELEMENTS	MATERIALS / RESOURCES	ASSESSMENTS
World History	Beginnings of Human Society	The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.	<p>Students will describe the migration of people from Africa to other world regions.</p> <p>Students will describe the development of agriculture and its effect on human communities.</p> <p>Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.</p> <p>Students will describe significant historical achievements of various cultures of the world.</p>	<p>Agricultural Revolution was the gradual switch from nomadic lifestyle to an agricultural one.</p> <p>Specialization is the development of different kinds of jobs (15)</p> <p>Monotheism is the belief in one god.</p> <p>Hammurabi transformed Babylon from a small city-state. He is best known for his cruel law codes. (pp. 22-25)</p> <p>A civilization is a great center of culture that has at least these four elements; settled agriculture, cities, massive structures and writing.</p> <p>Nebuchadnezzar was king of the Chaldeans who controlled all of Mesopotamia from 605BC to 562 BC. He also had the Hanging Gardens built. (pp. 29, 92)</p> <p>A dynasty is a line of rulers from the same family.</p> <p>A deity is a god or goddess.</p> <p>A savanna is a grassy plains area.</p> <p>A steppe is a wide, rolling, grassy plain. (p. 424)</p> <p>Treason is disloyalty to the government. (pp. 431, 599)</p> <p>A census is a count of the number of people. (p. 432)</p>	<p>JAT: 1-2,1-3, 2-1, 2-2, 3-1, 7-1</p> <p>JAT: p.53-58 Unit 1 Res. p81p83 Unit 1 Res. p23</p> <p>Guided Readings 1-2,1-3,2-1,2-2,3-1,7-1</p> <p>BBC website: Ancient History Egyptians: Pyramid Builders</p>	<p>Chapter Tests</p> <p>Senteo: Essential Elements</p> <p>Map of Nile R. valley</p>
World History	Classical Civilizations and World Religions 1000 BC - 600 AD	The student will describe classical civilizations in Africa, Asia, and Mesoamerica.	<p>Students will describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa.</p> <p>Students will describe how the Chinese Empire was united.</p> <p>Students will analyze the relationship between agriculture and the development</p>	<p>Pharaoh is the name given for a powerful king in ancient Egypt.</p> <p>An empire is a group of territories or nations under one government. (pp. 23, 89)</p> <p>The Torah contains the laws that, according to the Bible, Moses received from God on Mount Sinai; these laws later became the first part of the Hebrew bible. (p. 82)</p> <p>Abraham is known as the father of the Jews, Christians and Muslims. He was the first man to make a covenant with God, to worship the one true God starting monotheism. (p. 81)</p> <p>The Israelites were a group of people</p>	<p>1. JAT: 2-4, 13-1 GR 2-4, 13-1</p> <p>2. JAT: 12-1 Timeline Act. 7: China's Dynasties GR 12-1</p> <p>3. JAT 16-1 GR 16-1</p> <p>4. JAT 6-2,7-2,16-2 U2R: p.87 Inferences p103, GR 6-2,7-2,16-2</p>	<p>Chapter Tests</p> <p>Senteo: Essential Elements</p>

			<p>of complex societies in Mesoamerica.</p> <p>Students will describe and compare major religious systems and practices.</p>	<p>led by Abraham. The Israelites believed in one god who set down moral laws for his people. They recorded their history in the Bible. They spoke a language called Hebrew. The Israelite faith became the religion known today as Judaism. Its followers are known as Jews. (pp. 81-83, 93-102)</p> <p>A covenant is an agreement. (p. 82)</p> <p>Jesus of Nazareth preached of God's love and forgiveness. He was eventually crucified and then reported to have risen from the dead. His life and teachings established the Christian religion, and these accounts are recorded in the Bible. (pp. 344-48, 350)</p> <p>A martyr is a person willing to die rather than give up his or her beliefs. (p. 353)</p> <p>A caste is a social group that a person is born into and cannot change. (p. 199)</p> <p>Hinduism is a religion of India In Hinduism, karma is the good or bad energy a person builds up based upon whether he or she lives a good or bad life. (p. 204)</p> <p>Buddhism is a religion founded by Siddhartha Gautama which gives lessons about life, why people suffer and behaviors that will end suffering.</p> <p>A theocracy is a government headed by religious leaders. (p. 208)</p> <p>The Dalai Lama is a Buddhist leader who heads the government. He is considered a reincarnation of the Buddha. (p. 208)</p> <p>A pilgrim is a person who travels to go to a religious shrine or site. (p. 213)</p>		
World History	Classical Civilizations and World Religions 1000 BC - 600 AD	The student will describe classical civilizations in Europe and the West.	Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.	<p>A democracy is a form of government in which all citizens share in running the government.</p> <p>Cyrus the Great united the Persians into a powerful kingdom. He ruled from 559 to 530 BC and began building an</p>	<p>1. JAT 4-1,4-2,4-4, 5-1,5-2,5-4 U2Res: p.23,24 GR 4-1,4-2,4-4, 5-1,5-2,5-4</p>	<p>Chapter Tests</p> <p>Senteo: Essential Elements</p> <p>Authentic</p>

			<p>Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.</p>	<p>empire larger than any yet seen in the world. (pp. 132-33) Pericles was a general and great leader of Athens for more than 30 years. Under his leadership Athens blossomed and became more democratic. (pp. 113, 138-47) Homer was a poet of Greece. His most famous works include the <i>Iliad</i> and the <i>Odyssey</i> (pp. 157-59, 177, 304) Socrates was an Athenian who believed that there was an absolute right and wrong. He created a method of teaching that asked pointed questions to force pupils to use reason and see things for themselves. (pp. 170-71) Plato was a Greek philosopher who wrote the <i>Republic</i>, which describes his ideal government. In it he rejects democracy and believes governments should be headed by philosopher kings, and that government should be just and fair. (pp. 170-72) Aristotle was a Greek philosopher who taught the idea of the “golden mean” – to do nothing in excess. He believed observation and comparison were necessary to gain knowledge. (p. 170-72) Alexander the Great was a great military leader who conquered the Persian Empire and spread Greek culture throughout southwest Asia. (pp. 176-81) The Hellenistic Era was a period when the Greek language and Greek ideas spread to the non-Greek peoples of Southwest Asia. A republic is a form of government in which the leader is not a king or queen but a person elected by citizens. (p. 265) In ancient Rome, a dictator was a person who ruled with complete power temporarily during emergencies. (p.</p>	<p>2. JAT:8-2,8-3,8-4, 9-1,9-2 U2Res: p.3 GR: 8-2,8-3,8-4, 9-1,9-2</p>	<p>Assessment: Greek figure Awards Show</p>
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				<p>271) Julius Caesar was a military hero who seized power and declared himself dictator of Rome for life in 44 BC. He made many reforms to help the poor, ended the rule of corrupt Roman nobles, brought order and peace to Rome, and granted Roman citizenship to people from foreign countries. (pp. 280-82, 284-85) The Roman Republic, weakened by civil wars, became an empire under the leadership of Augustus in 27 BC. Rome prospered under his leadership, the empire expanded, and the military and government were reorganized. A long era of peace began with his leadership known as the <i>Pax Romana</i>. (pp. 282-83, 287-89, 343) Pax Romana means Roman Peace. This was a long era of peace and safety in the Roman Empire from approximately 27 BC to 180 AD.. Ptolemy was a scientist of the Roman Empire who studied the motion of the planets and made rules explaining their movements. He inaccurately placed the earth at the center of the universe. Spartacus was a gladiator who led 70,000 slaves in a revolt against the Roman armies in 73 BC in Italy. (p. 309) Rhetoric is also known as public speaking. (p. 307) A plague is a disease that spreads quickly and kills many people. (pp. 319, 554) Inflation is a period of rapidly increasing prices. (pp. 319, 806) Barter is an exchange of goods without using money. (p. 319) Constantine was the first Roman emperor to become a Christian and helped advance the power of the early Catholic Church. He issued the Edict of Milan that gave religious freedom to all people and made Christianity legal.</p>		
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Social Studies 8 (5) - DRAFT

				(pp. 320-21, 354)		
World History	World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD	The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	<p>Students will analyze the spread of Islamic civilization to western Europe, India and Africa.</p> <p>Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.</p> <p>Students will describe the formation of states in sub-Saharan Africa and the Americas.</p>	<p>Bedouins are desert herders who raise animals such as camels, goats, and sheep. The travel often, live in tents, and their diet contains dried fruit and nuts.</p> <p>Muhammad was a prophet who brought the message of Islam to the people of Arabia. (pp. 374-77)</p> <p>Islam is a monotheistic religion, and its followers are called Muslims. Muhammad was the creator. (pp. 374-78, 467)</p> <p>The Quran is the holy book of Islam and instructs Muslims about how they should live.</p> <p>A mosque is the Muslim house of worship.</p>	<p>1. JAT 11-2,12-4,13-2 GR 11-2,12-4,13-2</p> <p>2. JAT 12-1,12-2,12-3 U2Res: p.23 GR 12-1,12-2,12-3</p> <p>3. JAT:13-1,13-2 GR:13-1,13-2</p>	Chapter Tests Senteo: Essential Elements
World History	Western Civilizations, Renaissance and Reformation 1000 AD - 1700 AD	The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.	<p>Students will demonstrate knowledge of the Renaissance in Europe.</p> <p>Students will demonstrate knowledge of the age of exploration.</p> <p>Students will demonstrate knowledge of the Reformation including important figures of the era.</p> <p>Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17th Century, including the</p>	<p>A constitution is a written plan of government. (pp. 488, 694)</p> <p>A samurai is a class of warriors in feudal Japan who pledged loyalty to a noble in return for land. (p. 494)</p> <p>In feudalism, a vassal was a noble who held land from and served a higher-ranking lord, and in return was given protection. (pp. 496, 523)</p> <p>Feudalism is a political system based on bonds of loyalty between lords and vassals. (pp. 497, 523)</p> <p>A serf is a peasant laborer bound by law to the lands of a noble. (p. 524)</p> <p>William the Conqueror ruled Normandy. He was also a descendant of the King of England and fought for control of the crown in the Battle of Hastings. He was victorious and then named King of England. (pp. 535-36)</p> <p>The Magna Carta is also known as “The Great Charter.” This helped establish the idea that people have rights and that the power of the government should be limited. (pp. 537, 682, 699)</p>	<p>1. JAT 17-1,17-2 GR 17-1,17-2</p> <p>2. JAT U2Res: GR</p> <p>3. JAT:17-3,17-4 GR:17-3,17-4</p> <p>4. JAT:18-2,18-3 GR:18-2,18-3 U5Res: p.83</p>	Chapter Tests Senteo: Essential Elements

			<p>Enlightenment.</p>	<p>The Crusades were a series of “Holy Wars”. The wars were waged by the Europeans to capture Jerusalem and free the Holy Land from the Muslims. (pp. 541-43)</p> <p>Heresy is a belief that differs from or contradicts the accepted teachings of a religion. (pp. 547, 643)</p> <p>Anti-Semitism is the hatred of Jews. (p. 548)</p> <p>Theology is the study of religion and god. (pp. 550, 640)</p> <p>Scholasticism was a medieval way of thinking that tried to bring together reason and faith in studies of religion. (p. 550)</p> <p>Vernacular is the everyday language used in a country or region. (pp. 552, 620)</p> <p>Medieval is also known as the Middle Ages. This refers to a time period after the fall of Rome, between ancient and modern times. (pp. 508-559)</p> <p>Joan of Arc, born a peasant woman in France, led the French Army against the English. She inspired them to fight harder and better than ever before. She was eventually captured and killed by the English. (pp. 556-557)</p> <p>The Inquisition was a Church court where church leaders would put people on trial for having beliefs that conflicted with their teachings. (pp. 547, 558)</p> <p>A czar is a monarch or ruler.</p> <p>A monopoly is having control of all or almost all trade or production of a certain good. (p. 576)</p> <p>Johannes Gutenberg developed a new printing press with movable type during the 1450s. This made it possible to print many books much more quickly.</p> <p>Christopher Columbus was an Italian who discovered North America for Spain in 1492. He was the first European to sail west searching for a water route to Asia.</p>		
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				<p>Hernán Cortés led the Spanish troops and invaded Mexico in 1519. He then went on to conquer the Aztec Empire in 1519. (pp. 596-98, 664)</p> <p>Renaissance means “rebirth”. This is a time period of renewed interest in art and learning in Europe. (p. 609)</p> <p>Secular is being interested in worldly rather than religious matters. (p. 609)</p> <p>A noble is a person possessing high rank in a feudalistic society.</p> <p>Leonardo da Vinci was one of the best Renaissance artists who was also an inventor, scientist, and engineer. One of his most famous works of art is <i>The Last Supper</i>. (pp. 621-25)</p> <p>Martin Luther protested against the practices of the Catholic Church (Protestantism) and started the Reformation where new church denominations developed. (pp. 634-38)</p> <p>John Calvin added to the ideas of Luther and said that God has decided who will go to heaven and who will not - predestination. He also believed that congregations should choose their own elders and ministers to run the church. (pp. 640-41, 644, 646)</p> <p>The Reformation was a movement to reform the Catholic Church; this led to the creation of Protestantism – protesting against the abuses of the Church. (p. 634)</p> <p>An indulgence was a pardon from the Church for a person’s sins. (p. 634)</p> <p>A denomination is an organized branch of Christianity. (p. 636)</p> <p>Henry VIII ruled England from 1509 to 1547 and was part of the Tudor family. During his reign he created the Anglican Church, and he declared that the king, not the pope, was the head of the Church in England. (pp. 648, 665)</p> <p>Elizabeth I restored the Anglican Church and became one of the greatest rulers in English history by</p>		
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Social Studies 8 (8) - DRAFT

				helping England become a strong, prosperous country. During her reign (1533-1603) England defeated the Spanish Armada. (pp. 649, 664, 665)		
World History	World Civilizations, Toward a Global Culture, 1500 - 1770 AD	The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	<p>Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.</p> <p>Students will describe early European explorations, settlements, and empires.</p> <p>Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.</p> <p>Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</p> <p>Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.</p>	<p>Genghis Khan was a Mongol leader who built a huge empire across Asia. He and his warriors became known for their cruelty and use of terror. Eventually peace and prosperity came to most of Asia. (pp. 424-27)</p> <p>Marco Polo was a merchant from Venice who traveled from Italy to China. He learned more about Asia than any other European, and published a book about his travels which helped increase interest in China and made many people want to buy China's goods. (pp. 428-29, 612)</p> <p>To export means to sell to another country. (pp. 666, 861)</p> <p>To import means to buy from another country. (p. 666)</p> <p>Commerce is the buying and selling of goods in large amounts over long distances. (p. 666)</p> <p>The Silk Road was a network of trade route that stretched 4,000 miles from western China to southwestern Asia. High-priced goods were traded on this route. (pp. 246-47, 411, 428, 429, 554, 611)</p>	<p>1. JAT 12-3,13-3, 17-1,18-1 CTA:p.611 GR 12-3,13-3, 17-1,18-1</p> <p>2. JAT 12-4 GR 12-4</p> <p>3. JAT 12-4 GR 12-4</p> <p>4. JAT:13-3 GR:13-3</p> <p>5. JAT:13-3 GR:13-3</p>	<p>Chapter Tests</p> <p>Senteo: Essential Elements</p>
World History	Western Civilizations, Age of Revolution and Reaction, 1640-1920 AD	The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.	<p>Mercantilism is the idea that a country gains power by building up its supply of gold and silver. (p. 666)</p> <p>To export means to sell to another country. (pp. 666, 861)</p> <p>To import means to buy from another country. (p. 666)</p> <p>Commerce is the buying and selling of</p>	<p>1. JAT 18-1,18-4,20-1 GR 18-1,18-4,20-1</p>	<p>Chapter Tests</p> <p>Senteo: Essential Elements</p>

Social Studies 8 (9) - DRAFT

				goods in large amounts over long distances. (p. 666) A revolution is a sudden or momentous change in a situation.		
Historical Skills	Concepts of Time	The student will acquire skills of chronological thinking.	Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.		1. U1Res:15 U3Res:15 U5Res:15	Chapter Tests Senteo: Essential Elements
Historical Skills	Historical Resources	The student will begin to use historical resources.	Students will identify, describe, and extract information from various types of historical sources, both primary and secondary. Students will assess the credibility and determine appropriate use of different sorts of sources. Students will investigate the ways historians learn about the past if there are no written records.		1. Unit 1 Resources 23-24, 51-52, 83-84 Unit 2 Resources 23-24, 55-56, 87-88, 117-118 Unit 3 Resources 23-24, 55-56, 83-84, 111-112 Unit 4 Resources 23-24, 55-56, 83-84, 111-112 Unit 5 Resources 23-24, 51-52, 83-84 2. TOOLS 4 TOOLS 5 3. TOOLS 8 TOOLS 9	Chapter Tests Document Based Questions Greek Civilization Project Roman Civilization Project: bibliography
Historical Skills	Historical Inquiry	The student will analyze historical evidence and draw conclusions.	Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events. Students will compare perspectives in		1. TOOLS 4 TOOLS 5 2. TOOLS 4 TOOLS 5 3. TOOLS 4 TOOLS 5	Chapter Tests Document Based Questions Roman Civilization Project: bibliography

Social Studies 8 (10) - DRAFT

			<p>primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.</p> <p>Students will understand the concepts of historical context and multiple causation.</p> <p>Students will create a timeline that illustrates the relationship of their topic to other historic events.</p>		<p>4. TOOLS 2 TOOLS 3</p>	
Historical Skills	Historical Inquiry	The student will present and explain the findings of a research project.	<p>Students will analyze how historians present their work in multiple formats.</p> <p>Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</p> <p>Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</p> <p>Students will learn how to cite sources and to document their research in the form of a bibliography.</p> <p>Students will learn</p>		<p>Unit 2 Greek figure Awards Show</p> <p>Unit 3:Roman Civilization Project</p>	<p>Unit 2 Greek figure Awards Show</p> <p>Unit 3:Roman Civilization Project</p>

Social Studies 8 (11) - DRAFT

			<p>what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.</p>		
Geography	Maps and Globes	<p>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</p>	<p>Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</p> <p>Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.</p> <p>Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</p> <p>Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of</p>	<p>Maps of Ancient Civilizations for each chapter</p>	<p>Chapter Tests</p>

Social Studies 8 (12) - DRAFT

Economics	Producers and Consumers	The student will understand the concept of interdependence in relation to producers and consumers.	<p>Minnesota.</p> <p>Students will compare and contrast the roles of producers and consumers.</p> <p>Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.</p> <p>Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.</p> <p>Students will explain that a market exists when consumers buy and producers sell goods and services.</p> <p>Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).</p>	<p>Gross domestic product is the total value of all final goods and services produced in a particular economy</p> <p>Supply-Demand The price level of a good essentially is determined by the point in which quantity supplied meets the quantity demanded.</p>	Current Event News Topics: Stock Market, Banking,	Current Events Quizzes, note checks
Economics	The National Economy (Macro Economics)	The student will understand the concepts that measure the	Students will define and give examples of basic economic terms.	Depression is a a period of low general economic activity marked especially by rising levels of unemployment	Current Event News Topics: Stock Market, Banking,	Current Events Quizzes, note checks

Social Studies 8 (13) - DRAFT

		national economy.	Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.	Recession is a period of reduced economic activity Inflation is a period of rapidly increasing prices (p. 319) Expansion is a period of economic growth		
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