

# Grade 8 Social Studies Standards

| <b>DOMAIN:</b> |   |               |                  |
|----------------|---|---------------|------------------|
| <b>Code:</b>   | <b>Strand: Social Justice and Catholic Identity</b>   | <b>Rating</b> | <b>Completed</b> |
| 8.CI.1         | Examine and describe the role of the Catholic Church in influencing public policy in the U.S. (pro-life issues, civil rights).  | Priority      |                  |
| 8.CI.2         | Examine and describe the Catholic Church's role in promoting social justice: Education (Sisters of Charity, etc.) option for the poor and vulnerable (relief services, etc.) human rights (right to life, Civil Rights movement, workers' rights, Cesar Chavez).  | Priority      |                  |
| 8.CI.3         | Explain the work of the Second Vatican Council and describe the purpose of Nostra Aetate in clarifying Catholic-Jewish relations.   | Priority      |                  |
| 8.CI.4         | Analyze the moral/ethical perspectives (noticing the needs of others, standing on the side of truth) of those in power in the period under study (i.e., Holocaust rescue efforts, civil rights, etc.).  | Priority      |                  |
| 8.CI.5         | Analyze the care for God's creation in the period under study (i.e., conduct of war, care for the environment in the Industrial Age).   | Priority      |                  |
| <b>Code:</b>   | <b>Strand: History</b>  | <b>Rating</b> | <b>Completed</b> |
| 8.H.1          | Infer how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.   | Priority      |                  |
| 8.H.2          | Infer the causes of people emigrating from their homelands to settle in the United States during the late 19th century.   | Priority      |                  |
| 8.H.3          | Draw conclusions regarding how the United States was positively and negatively affected by factors and events resulting from the arrival of many immigrants.  | Supporting    |                  |
| 8.H.4          | Investigate causes (i.e., geographic security, abundant natural resources, innovations in technology, available labor, global markets) and effects (a. rural to urban migration b. factory conditions c. unions d. influence of big businesses growth and expansion) of the Industrial Revolution in the United States. | Supporting    |                  |
| 8.H.5          | Determine the effect of the Industrial Revolution on the U.S.:<br><ul style="list-style-type: none"> <li>a. growth of cities</li> <li>b. rise of the middle class</li> <li>c. spread of industrialism</li> <li>d. foundation for future technological advances</li> <li>e. labor issues</li> </ul>                      | Priority      |                  |
| 8.H.6          | Make the connection between immigration and industrialization.  | Supporting    |                  |
| 8.H.7          | Connect the following Progressive Reforms that resulted from the Industrial Revolution:<br><ul style="list-style-type: none"> <li>a. labor unions</li> <li>b. Women's Suffrage</li> <li>c. trust-busting</li> </ul>   | Priority      |                  |

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|        | <ul style="list-style-type: none"> <li>d. conservation of natural resources</li> <li>e. Temperance Movement</li> <li>f. Catholic Schools Movement/Creation</li> </ul>   |            |  |
| 8.H.8  | Analyze contributions by groups and individuals to the changing social and political structure of the United States during the early 20th century.  | Supporting |  |
| 8.H.9  | Determine reasons for the growth of American imperialism.   | Priority   |  |
| 8.H.10 | Describe causes and effects of US participation in WWI: <ul style="list-style-type: none"> <li>a. Sinking of Lusitania</li> <li>b. Zimmermann Telegram</li> <li>c. Wilson’s 14 points</li> <li>d. League of Nations</li> </ul>  | Priority   |  |
| 8.H.11 | Analyze economic causes of the Great Depression.  | Priority   |  |
| 8.H.12 | Cite evidence for how the following New Deal programs affected the American people: <ul style="list-style-type: none"> <li>a. works programs (i.e., WPA, CCC, TVA)</li> <li>b. farm subsidies</li> <li>c. Social Security</li> </ul>  | Priority   |  |
| 8.H.13 | Determine how Pearl Harbor led to United States involvement in World War II.  | Priority   |  |
| 8.H.14 | Connect the impact of World War II to economic recovery from the Great Depression.  | Supporting |  |
| 8.H.15 | Explain how the following factors affected the U.S. homefront during WWII: <ul style="list-style-type: none"> <li>a. women and minorities</li> <li>b. Japanese internment</li> <li>c. Jewish migration limitations</li> </ul>   | Priority   |  |
| 8.H.16 | Analyze the following individuals’ significance to World War II: <ul style="list-style-type: none"> <li>a. Franklin D. Roosevelt</li> <li>b. Dwight Eisenhower</li> <li>c. Harry Truman</li> <li>d. Eleanor Roosevelt</li> </ul>  | Priority   |  |
| 8.H.17 | Explore Adolf Hitler’s rise to power and how his leadership impacted the war and the world.   | Priority   |  |
| 8.H.18 | Determine causes of the Cold War.   | Priority   |  |
| 8.H.19 | Investigate controversial events in the 1950’s - 1960s: <ul style="list-style-type: none"> <li>a. McCarthyism</li> <li>b. arms race</li> <li>c. space race</li> <li>d. Cuban Missile Crisis</li> <li>e. Vatican Council</li> <li>f. Also, those in standards 8.Gov.6 and 7</li> </ul> | Priority   |  |
| 8.H.20 | Analyze the role of the United States in the Korean War.  | Priority   |  |

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| 8.H.21       | Argue the role of the United States in the Vietnam Conflict.   | Priority      |                  |
| 8.H.22       | Investigate perspectives on the events (i.e., opening of foreign relations with China, Watergate, resignation, succession to presidency, pardoning of Nixon) of the presidency of Richard Nixon and Gerald Ford.   | Supporting    |                  |
| 8.H.23       | Determine the factors that led to the end of the Cold War, including Ronald Reagan’s role.   | Supporting    |                  |
| 8.H.24       | Describe the importance of the following civil rights issues and events:<br>a. Jim Crow Laws<br>b. nonviolent protests<br>c. desegregation<br>d. Civil Rights Act of 1964  | Priority      |                  |
| 8.H.25       | Explore contemporary world trends, i.e. religious fundamentalism, globalization, financial responsibility, digital divide, stewardship of the environment.   | Supporting    |                  |
| 8.H.26       | Explore human rights violations in the 19th and 20th centuries and their effects on our world, past and present (i.e., acts of genocide, slavery, the Holocaust, mass starvation in Ireland 1845-1850, etc.).  | Priority      |                  |
| <b>Code:</b> | <b>Strand: Geography</b>   | <b>Rating</b> | <b>Completed</b> |
| 8.G.1        | Connect push and pull factors (i.e., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that influenced these human migrations:<br>a. the growth of cities in the U.S. 1860 – 1900<br>b. Immigrant waves 1840-1880, 1880-1910, contemporary<br>c. Western movement                                | Supporting    |                  |
| 8.G.2        | Analyze how social (i.e., family), physical (i.e., good climate, farmland, water, minerals), and economic (i.e., jobs) resources influenced the growth of population centers in the Sun Belt.  | Supporting    |                  |
| 8.G.3        | Compare and contrast the factors (i.e., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution, and interrelationships of economic activities in the following regions:<br>a. sub-Saharan Africa<br>b. Northern Africa<br>c. Russia<br>d. Central America 1900 - 1980<br>e. the Pacific Rim 1900 - 1970 | Supporting    |                  |
| 8.G.4        | Identify cultural aspects (i.e., literacy rates, occupations, property rights) based on social and political factors (i.e. Cold War perceptions the East and West held of each other, varying expressions of religions such as Islam).   | Supporting    |                  |
| 8.G.5        | Analyze how changes in technology, transportation, communication, and resources affect the location of economic activities in U.S. - international trade, Conduct of war, and U.S. educational systems.  | Supporting    |                  |

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| 8.G.6        | Explore geographic regions associated with all historical events discussed throughout the year.   | Supporting    |                  |
| <b>Code:</b> | <b>Strand: Government</b>   | <b>Rating</b> | <b>Completed</b> |
| 8.GOV.1      | Analyze the democratic principles and ideals associated with the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.  | Supporting    |                  |
| 8.GOV.2      | Explain how negotiations with foreign governments have led to the development of foreign policy initiatives (i.e., Fourteen Points, League of Nations).   | Supporting    |                  |
| 8.GOV.3      | Compare different types of governments:<br>a. dictatorship<br>b. totalitarian<br>c. monarchies  | Supporting    |                  |
| 8.GOV.4      | Analyze the significance of the following judicial decisions:<br>a. Plessy v. Ferguson<br>b. Scopes Trial<br>c. Korematsu v. United States<br>d. Brown v. Board of Education<br>e. Miranda v. Arizona   | Priority      |                  |
| 8.GOV.5      | Draw conclusions regarding the government's role in progressive reforms (i.e., civil rights).   | Priority      |                  |
| 8.GOV.6      | Investigate the effects of the following executive orders and decisions:<br>a. Executive Order 9066 – creation of internment<br>b. camps on U.S. soil<br>c. Manhattan Project<br>d. use of atomic bomb  | Priority      |                  |
| 8.GOV.7      | Analyze the impact that the following Acts had on increasing the rights of groups and individuals:<br>a. Civil Rights Act of 1964<br>b. Voting Rights Act of 1965<br>c. Indian Rights Act of 1968<br>d. Americans with Disabilities Act   | Priority      |                  |
| 8.GOV.8      | Investigate perspectives surrounding:<br>a. Jim Crow Laws – literacy test, poll taxes, grandfather clause<br>b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks)<br>c. Desegregation - military, schools, transportation, sports<br>d. United Farm Workers (i.e., César Chavez)<br>e. National Organization for Women (NOW)<br>f. Equal Rights Amendment (ERA) | Priority      |                  |
| <b>Code:</b> | <b>Strand: Economics</b>  | <b>Rating</b> | <b>Completed</b> |
| 8.E.1        | Describe the functions and relationships among various institutions (i.e., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.   | Supporting    |                  |

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| 8.E.2        | Investigate the role of entrepreneurs (i.e., Carnegie, Ford, Rockefeller) in the free enterprise system.   | Priority      |                  |
| 8.E.3        | Investigate the effects of inflation (i.e., higher prices, rising interest rates, less business activity) on society.  | Supporting    |                  |
| 8.E.4        | Infer how scarcity influences the choices (i.e., war time rationing, women in the workforce, reallocation of resources) made by governments and businesses.  | Supporting    |                  |
| 8.E.5        | Demonstrate how voluntary exchange benefits buyers and sellers.  | Supporting    |                  |
| 8.E.6        | Identify the patterns of economic interaction (i.e., national debt, balance of trade) between countries.   | Supporting    |                  |
| 8.E.7        | Relate scarcity to influences personal financial choices (i.e., buying on-margin, budgeting, saving, investing, credit).   | Supporting    |                  |
| 8.E.8        | Distinguish how income for most people is determined by the value of the goods and services they sell.   | Supporting    |                  |
| 8.E.9        | Compare the benefits of different types of personal investments (i.e., saving accounts, stocks, bonds).  | Priority      |                  |
| <b>Code:</b> | <b>Strand: 5-8 General Concepts in Social Studies</b>  | <b>Rating</b> | <b>Completed</b> |
| 5-8.GC.1     | Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.   | Priority      |                  |
| 5-8.GC.2     | Use primary and secondary sources to research and study people and events of the past.   | Priority      |                  |
| 5-8.GC.3     | Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty). | Supporting    |                  |
| 5-8.GC.4     | Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.  | Supporting    |                  |
| 5-8.GC.5     | Study and develop maps in relation to specific events, landmarks, and class content.   | Supporting    |                  |
| 5-8.GC.6     | Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates, population density).   | Supporting    |                  |
| 5-8.GC.7     | Recognize the validity of different perspectives of individuals and groups throughout history.   | Priority      |                  |
| 5-8.GC.8     | Analyze the effects of propaganda on individuals and society.  | Priority      |                  |
| 5-8.GC.9     | Analyze, interpret, and create political cartoons.   | Priority      |                  |