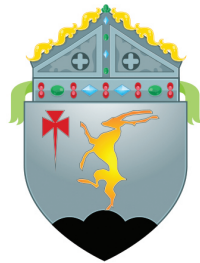


DIOCESE OF TUCSON
DEPARTMENT OF CATHOLIC SCHOOLS



Roman Catholic
Diocese of Tucson

SOCIAL STUDIES STANDARDS
GRADES 6-8

June 2017

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FRAMEWORK

The goal of the Social Studies Standards Committee was to create a course of study that will prepare students to be 21st century citizens through gaining an understanding of how the actions of people throughout history have created and solved social, economic, political, and global problems. Through this course of study, students will develop the ability to think critically and logically. The standards are intended to provide the classroom teacher with identifiable and measurable objectives that are developmentally appropriate for each grade level. Teachers are encouraged to take an interdisciplinary approach in teaching social studies. Content can be integrated with other subject areas through lesson planning and unit development to provide a practical and applicable understanding of the social studies strands.

The themes of Catholic Social Teaching are embedded throughout the standards to emphasize the goal of global awareness as Catholics. These teachings are based on the belief that God's plan for creation is to build his kingdom of peace, love, and justice. Catholic Social Teaching touches on many aspects of students' lives, such as the family, caring for creation, rights of workers, serving the poor and vulnerable, and the dignity of the human person. Students will reflect on the realities of modern life in relation to these principles that are rooted in Gospel values.

ORGANIZATION OF STANDARDS

The 6-8 Standards are organized into time period themes. Sixth grade is the study of Ancient Civilization, focusing on River Valley Societies through the Middle Ages. Seventh grade studies United States History from the Enlightenment through the Industrial Revolution. Eighth grade begins with the Progressive Era, and ends with Contemporary Affairs. These units were carefully constructed, and are designed to be taught in the order in which they are written in the standards.

In addition, there is a set of Competency Skills for 6-8 grades that are designed to be integrated into the content standards. They can be used to guide objectives, activities, or assessments.

Examples:

C.S.1 Primary sources

7.GC.4 Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.

Objective: Student will be able to cite evidence from Federalists' Papers 39 and 46 to describe Federalist political philosophy foundations of the Constitution.

C.S.2 Charts

7.GC.2 Describe how the following philosophies and documents influenced the creation of the Constitution...

Objective: Student will be able to create a chart in Google Docs to compare and contrast the English Bill of Rights, the Magna Carta, Mayflower Compact, the Articles of Confederation and the Constitution.

Competency Skills: 6th - 8th

There are four Competency Skills (CS): Investigation, Visual Data, Human Influence, and Current Events. These skills enhance students' abilities to learn, make decisions, and develop as competent, self-directed citizens. They should be taught in a developmentally appropriate format as they relate to content standards. The Competency Skills should be embedded in lesson planning and unit development.

CS.1 Investigation	Analyze and interpret the differences and credibility between:
	<ul style="list-style-type: none"> Primary sources Secondary sources Cause and effect relationships among individuals Cause and effect relationships among historical events Historical study and research questions
C.S.2 Visual Data	Display, construct, interpret, and differentiate geographical and historical information using:
	<ul style="list-style-type: none"> Maps Charts Narratives Graphs Geographic databases Photographs Satellite images Timelines Political cartoons Propaganda
C.S.3 Human Influence	Define and describe the push and pull factors that cause human migration:
	<ul style="list-style-type: none"> Need for raw materials Enslavement Job specialization War and its impact Religious persecution/freedom (family, cultural, social) Political persecution/freedom
C.S.4 Current Events	Identify and analyze the political, social, and economic connection between current and historical events and issues studied at grade level using information from class discussions and various resources. (newspapers, magazines, technology)

6th Grade Social Studies

Describe how archaeological research adds to the understanding of the past. Show how ancient civilizations affected and continue to affect the social, political, geographic and economic climate of the world.

River Valley Societies (RVS):

- 6.RVS.1 Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.
- 6.RVS.2 Determine how the following factors influenced groups of people to develop into civilizations in Mesopotamia/Fertile Crescent.
 - 6.RVS.2.a Farming methods
 - 6.RVS.2.b Domestication of animals
 - 6.RVS.2.c Division of labor
 - 6.RVS.2.d Geographic factors
- 6.RVS.3 Describe the importance of the following river valleys in the development of ancient civilizations:
- 6.RVS.3.a Tigris and Euphrates - Mesopotamia/Fertile Crescent
- 6.RVS.4 Describe the historical significance and impact of the following empires:
 - 6.RVS.4.a Summerains
 - 6.RVS.4.b Akkadians
 - 6.RVS.4.c Assyrian
 - 6.RVS.4.d Chaldeans
 - 6.RVS.4.e Babylonians
 - 6.RVS.4.f Hittites
- 6.RVS.5 Deduce the impact of cultural and scientific contributions of ancient civilizations on later civilizations (e.g. Cuneiform, archway, Epic of Gilgamesh, Enuma Elish)
- 6.RVS.6 Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.
- 6.RVS.7 Describe the religious traditions, founders, and teachings that helped shape the political and social culture of the River Valley Societies

Nile River Valley (NRV):

- 6.NRV.1 Determine how the following factors influenced groups of people to develop into civilizations in the Nile River Valley:
 - 6.NRV.1.a Farming methods
 - 6.NRV.1.b Domestication of animals
 - 6.NRV.1.c Division of labor
 - 6.NRV.1.d Geographic factors
 - 6.NRV.1.e Economic systems
 - 6.NRV.1.f Governmental systems
- 6.NRV.2 Describe the importance of the Nile River Valley in the development of ancient civilization.
- 6.NRV.3 Describe the historical significance and impact of the following empires:
 - 6.NRV.3.a Upper and Lower Egypt (e.g. Menes)
 - 6.NRV.3.b Old Kingdom (e.g. Kufu, Pyramids)
 - 6.NRV.3.c Middle Kingdom (e.g. Mentuhotep II, Ahmose)
 - 6.NRV.3.d New Kingdom (e.g. Hatshepsut, Akhenaton/Amenhotep, King Tut, Ramses II)
 - 6.NRV.3.e Kush Kingdom and Pharaohs
- 6.NRV.4 Deduce the impact of cultural and scientific contributions of ancient civilizations on later civilizations (e.g. mummification, hieroglyphics, Rosetta Stone, papyrus)

- 6.NRV.5 Describe the religious traditions, founders, and teachings that helped shape the political and social culture of Ancient Egypt (e.g. Afterlife, Mummification, Pyramid tombs)
- 6.NRV.6 Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.

Ancient Americas (AA):

- 6.AA.1 Describe the characteristics of hunting and gathering societies in the Americas.
- 6.AA.2 Determine how the following factors influenced groups of people to develop into civilizations in hunting and gathering societies.
 - 6.AA.2.a Farming methods
 - 6.AA.2.b Domestication of animals
 - 6.AA.2.c Division of labor
 - 6.AA.2.d Geographic factors
 - 6.AA.2.e Economic Systems
 - 6.AA.2.f Governmental systems
- 6.AA.3 Describe the cultures and civilizations of the Mogollon, Ancestral Puebloans (Anasazi), Hohokam, Mayan, Aztec, Inca/Inkan, Adena, Hopewell, and Mississippian mound-building cultures and how these cultures adapted to and altered their environment (e.g. Location, Agriculture, Housing, Arts, Trade networks)
- 6.AA.4 Analyze the impact and contributions of cultural and scientific achievements of ancient civilizations on later civilizations: Central and South America (i.e., astronomy, agriculture)

Indus River Valley: (IRV)

- 6.IRV.1 Describe the physical and human characteristics of places and regions of the Middle and Far East.
- 6.IRV.2 Determine how the following factors influenced groups of people to develop into civilizations in Indus River Valley
 - 6.IRV.2.a Farming methods
 - 6.IRV.2.b Domestication of animals
 - 6.IRV.2.c Division of labor
 - 6.IRV.2.d Geographic factors
 - 6.IRV.2.e Economic systems
 - 6.IRV.2.f Governmental systems
- 6.IRV.3 Describe the importance of the Ganges and Indus River Valleys in the development of ancient civilizations:
- 6.IRV.4 Describe the religious traditions, founders, and teachings that helped shape the political and social culture of The Indus River Valley:
 - 6.IRV.4.a Hinduism (e.g. caste system, Gautama Siddhartha, Dharma, Karma, Samsara)
 - 6.IRV.4.b Buddhism (e.g. reincarnation, The Eightfold Path, Nirvana, Four Noble Truths)
 - 6.IRV.4.c Islam (e.g. Mecca, Medina, Qur'an, Five Pillar of Islam, Muhammad, Shias, Sunnis)
- 6.IRV.5 Describe and analyze the impact of scientific, art, architecture and cultural advancements:
 - 6.IRV.5.a Network of roads,
 - 6.IRV.5.b Literature (e.g. 1001 Arabian Knights, House of Wisdom)
 - 6.IRV.5.c Weights and measurements (e.g. Harappan civilization)
- 6.IRV.6 Identify the roles and contributions of individuals and societies:

- 6.IRV.6.a Ottomans
- 6.IRV.6.b Suleiman I
- 6.IRV.6.c Moguls
- 6.IRV.6.d Akbar
- 6.IRV.6.e Persians
- 6.IRV.7 Describe the culture and way of life of the Arab Empire:
 - 6.IRV.7.a Extensive trade and banking network
 - 6.IRV.7.b Interest in science (e.g., medicine, astronomy)

Ancient China (AC):

- 6.AC.1 Determine how the following factors influenced groups of people to develop into civilizations in China:
 - 6.AC.1.a Farming methods
 - 6.AC.1.b Domestication of animals
 - 6.AC.1.c Division of labor
 - 6.AC.1.d Geographic factors
 - 6.AC.1.e Economic systems
 - 6.AC.1.f Governmental systems
- 6.AC.2 Describe the importance of the following river valleys in the development of ancient civilizations:
 - 6.AC.2.a Huang He/Yellow River
 - 6.AC.2.b Chang Yang/Yangtze River
- 6.AC.3 Describe the religious traditions, founders, and teachings that helped shape the political and social culture of Ancient China:
 - 6.AC.3.a Daoism/Taoism (e.g. Lao Tzu, Ta Te Ching,
 - 6.AC.3.b Confucianism (e.g. Confucius)
 - 6.AC.3.c Legalism (e.g. Han Feizi)
 - 6.AC.3.d Feudalism
- 6.AC.4 Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:
 - 6.AC.4.a Silk - the Silk Road
 - 6.AC.4.b Gun powder/fireworks
 - 6.AC.4.c Compass
 - 6.AC.4.d The Great Wall of China
- 6.AC.5 Identify the roles and contributions of individuals in the following ancient civilizations:
 - 6.AC.5.a Qin Shi Huang (e.g. Terracotta warriors)
 - 6.AC.5.b Sun Tzu (e.g. Art of War)

Ancient Greece (AG):

- 6.AG.1 Determine how the following factors influenced groups of people to develop into civilizations in Ancient Greece:
 - 6.AG.1.a Farming methods
 - 6.AG.1.b Domestication of animals
 - 6.AG.1.c Division of labor
 - 6.AG.1.d Geographic factors
 - 6.AG.1.e Economic systems
 - 6.AG.1.f Governmental systems
- 6.AG.2 Describe the importance of the following coastal regions in the development of ancient civilizations.
 - 6.AG.2.a Mediterranean Sea

- 6.AG.2.b Aegean Sea
- 6.AG.2.c Ionian Sea
- 6.AG.3 Identify the roles and contributions of individuals in the following ancient civilizations in Greece and Greek empires (e.g. Pericles, Alexander the Great)
- 6.AG.4 Describe the historical significance and impact of the following empires:
 - 6.AG.4.a Minoan
 - 6.AG.4.b Mycenaean
 - 6.AG.4.c Athenians
 - 6.AG.4.d Spartans
 - 6.AG.4.e Persians
 - 6.AG.4.f Alexander the Great - Hellenistic
- 6.AG.5 Deduce the impact of cultural and scientific contributions of ancient civilizations on later civilizations (e.g. Socratic method, Sculpture, Mathematical theory, Theater, Art, Epic poetry).
- 6.AG.6 Describe the impact of the democracy on the lives of ancient people and how it relates to current laws.
- 6.AG.7 Describe the religious traditions, founders, and teachings that helped shape the political and social culture. (e.g. Socrates, Plato, Aristotle, Sophocles, Euripides, Homer, 5 traits of Greece.)

Ancient Rome (AR):

- 6.AR.1 Determine how the following factors influenced groups of people to develop into civilizations in Ancient Rome:
 - 6.AR.1.a Farming methods
 - 6.AR.1.b Domestication of animals
 - 6.AR.1.c Division of labor
 - 6.AR.1.d Geographic factors
 - 6.AR.1.e Economic systems
 - 6.AR.1.f Governmental systems
- 6.AR.2 Describe the importance of the following coastal regions in the development of ancient civilizations:
 - 6.AR.2.a Mediterranean Sea
 - 6.AR.2.b Aegean Sea
 - 6.AR.2.c Ionian Sea
- 6.AR.3 Describe the historical significance and impact of the following empires:
 - 6.AR.3.a Roman Republic
 - 6.AR.3.b Roman Empire
 - 6.AR.3.c Byzantine Empire
 - 6.AR.3.d Germanic Invasions
- 6.AR.4 Deduce the impact of cultural and scientific contributions of ancient civilizations on later civilizations
- 6.AR.5 Describe the impact of the Republic on the lives of ancient people and how it relates to current laws.
- 6.AR.6 Describe the religious traditions, founders, and teachings that helped shape the political and social culture of the
- 6.AR.7 Describe the development of Republics/empires as forms of government and citizenship in ancient Rome.
- 6.AR.8 Describe scientific and cultural advancements in ancient civilizations:
 - 6.AR.8.a Networks of roads

- 6.AR.8.b Aqueducts
- 6.AR.8.c Art and architecture
- 6.AR.8.d Literature and theatre
- 6.AR.8.e Mathematics
- 6.AR.8.f Philosophy in ancient civilizations
- 6.AR.9 Identify the roles and contributions of individuals in the following ancient civilizations.
 - 6.AR.9.a Cleopatra
 - 6.AR.9.b Julius Caesar
 - 6.AR.9.c Augustus
 - 6.AR.9.d Constantine
- 6.AR.10 Describe the transition from the Roman Empire to the Byzantine Empire:
 - 6.AR.10.a “Decline and fall” of the Roman Empire
 - 6.AR.10.b Empire split in eastern and western regions
 - 6.AR.10.c Capital moved to Byzantium/ Constantinople
 - 6.AR.10.d Germanic invasions
- 6.AR.11 Describe the impact of the Roman Republic on ancient Romans and how it relates to current forms of government.

Middle Ages (MA)

- 6.MA.1 Determine how the following factors influenced groups of people to develop into civilizations in the Middle Ages:
 - 6.MA.1.a Farming methods
 - 6.MA.1.b Domestication of animals
 - 6.MA.1.c Division of labor
 - 6.MA.1.d Geographic factors
 - 6.MA.1.e Economic systems
 - 6.MA.1.f Governmental systems
- 6.MA.2 Describe the Catholic Church’s role in the following activities during the Middle Ages:
 - 6.MA.2.a Crusades
 - 6.MA.2.b Inquisition
 - 6.MA.2.c Education
 - 6.MA.2.d Government
 - 6.MA.2.e Spread of Christianity
- 6.MA.3 Describe the transition from feudalism to nationalism at the end of the Middle Ages.
- 6.MA.4 Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.
- 6.MA.5 Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.
- 6.MA.6 Describe how the Renaissance was a time of renewal and advancement in Europe: a rebirth of Greek and Roman ideas:
 - 6.MA.6.a New ideas and products as a result of trade
 - 6.MA.6.b The arts
 - 6.MA.6.c Science
- 6.MA.7 Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:
 - 6.MA.7.a Leonardo da Vinci
 - 6.MA.7.b Michelangelo
 - 6.MA.7.c Gutenberg
 - 6.MA.7.d Martin Luther

7th Grade Social Studies Standards

Describe how key political, social, geographic, and economic events of the late 18th century through the early 20th century affected and continue to affect the US.

The Enlightenment

- 7.E.1 Discuss the important ideas of the Enlightenment Period (natural rights, separation of powers, religious freedom, social contract, etc.) that fostered the creation of the United States.
- 7.E.2 Describe the impact of the following key individuals:
 - 7.E.2.a John Locke
 - 7.E.2.b Baron de Montesquieu
 - 7.E.2.c Voltaire
 - 7.E.2.d Thomas Hobbes
 - 7.E.2.e Mary Wollstonecraft
 - 7.E.2.f Cesare Beccaria
 - 7.E.2.g Jean Jacques Rousseau

Revolutionary War

- 7.RW.1 Analyze the following events which led to the American Revolution:
 - 7.RW.1.a Tea Act
 - 7.RW.1.b Stamp Act
 - 7.RW.1.c Boston Massacre
 - 7.RW.1.d Intolerable Acts
 - 7.RW.1.e Declaration of Independence
- 7.RW.2 Describe the significance of key events of the Revolutionary War: major battles (e.g., Lexington, Saratoga, Trenton), aid from France, surrender at Yorktown.
- 7.RW.4 Describe the impact of key individuals on the Revolutionary War (e.g. Benjamin Franklin, Thomas Jefferson, George Washington, Patrick Henry, Thomas Paine, King George III).
- 7.RW.5 Describe the significance of the following documents:
 - 7.RW.5.a Declaration of Independence
 - 7.RW.5.b Articles of Confederation
 - 7.RW.5.c Constitution
 - 7.RW.5.d Bill of Rights
- 7.RW.6 Explain the influence of key individuals in the establishment of a new government (e.g. Thomas Jefferson, James Madison, John Adams, Benjamin Franklin).
- 7.RW.7 *Examine the role of the Catholic Church in colonial America.*
- 7.RW.8 Analyze the care for God’s creation in the period under study (e.g. conduct of war, impact of war on the environment, etc.).
- 7.RW.9 Recognize the belief of Solidarity (e.g. one human family in spite of ideological differences, Patriots vs. Loyalists, etc.) under the period studied.

Government & Constitution

- 7.GC.1 Describe how one nation evolved from thirteen colonies:
 - 7.GC.1.a Constitutional Convention

- 7.GC.1.b George Washington’s presidency
- 7.GC.1.c Creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans)
- 7.GC.2 Describe how the following philosophies and documents influenced the creation of the Constitution:
 - 7.GC.2.a Magna Carta
 - 7.GC.2.b English Bill of Rights
 - 7.GC.2.c Montesquieu’s separation of power
 - 7.GC.2.d John Locke’s theories – natural law, social contract
 - 7.GC.2.e Mayflower Compact
 - 7.GC.2.f Declaration of Independence
 - 7.GC.2.g Articles of Confederation
- 7.GC.3 Describe the following principles outlined in the Constitution (as the Supreme Law of the Land) was founded:
 - 7.GC.3.a Federalism (e.g., enumerated, reserved, and concurrent powers)
 - 7.GC.3.b Popular sovereignty
 - 7.GC.3.c Separation of Powers
 - 7.GC.3.d Checks and balances
 - 7.GC.3.e Limited government
 - 7.GC.3.f Flexibility (e.g., Elastic Clause, amendment process)
- 7.GC.4 Analyze the struggle (e.g., Federalists’ Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.
- 7.GC.5 Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.
- 7. GC.6 Differentiate the roles and powers of the three branches of the federal government.
- 7.GC.7 Describe how the powers of checks and balances are used in the following:
 - 7.GC.7.a Impeachment
 - 7.GC.7.b Declaring war
 - 7.GC.7.c Treaties
 - 7.GC.7.d Veto
 - 7.GC.7.e Judicial review
- 7.GC.8 Analyze the significance of the principles and ideals of the Bill of Rights.
- 7.GC.9 Investigate the significance of Marbury v. Madison.
- 7.GC.10 Explain the electoral process (e.g., primary and general elections, electoral college).
- 7.GC.11 Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.
- 7.GC.12 Describe the line of succession to the presidency as stated in the 25th Amendment.
- 7.GC.13 Explain the obligations and responsibilities of citizenship:
 - 7.GC.13.a Upholding the Constitution
 - 7.GC.13.b Obeying the law
 - 7.GC.13.c Paying taxes
 - 7.GC.13.d Registering for selective service
 - 7.GC.13.e Jury duty
 - 7.GC.13.f Petitioning government officials
- 7.GC.14 Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.
- 7.GC.15 Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

- 7.GC.16 *Give examples of how these rights must be exercised in a way that advances the common good.*
- 7.GC.17 Recognize the relationship between Church and State.
- 7.GC.18 Recognize the Call to Community and Participation (e.g. organization of government, role and duty to participate in functions of government, etc.).

The Nation Expands

- 7.NE.1 Examine the growth of the nation during Westward Expansion.
- 7.NE.2 Identify how economic incentives and geography influenced early American exploration.
- 7.NE.3 Analyze how the following affected the political transformation of the developing nation:
 - 7.NE.3.a Jefferson’s Presidency
 - 7.NE.3.b War of 1812
 - 7.NE.3.c the Era of Good Feelings
 - 7.NE.3.d Jackson’s Presidency
- 7.NE.4 Describe the impact of American expansion on native peoples.
- 7.NE.5 Analyze the different perspectives (e.g. Native Americans, settlers, Spanish, the US, government, prospectors) of Manifest Destiny.
- 7.NE.6 Connect the effects of settlement (quality of life, transportation, population density) on the growth of cities and the settlement of the West.

Sectionalism

- 7.S.1 Investigate how changes in technology, transportation, communication, and resources affect the location of economic activities in Pre-Civil War North and South.
- 7.S.2 Analyze the factors leading to the Civil War:
 - 7.S.2.a Mexican American War
 - 7.S.2.b Role of abolitionists, Fugitive Slave Act
 - 7.S.2.c Underground Railroad
 - 7.S.2.d States’ Rights, Political Parties
 - 7.S.2.e Westward Expansion
 - 7.S.2.f Missouri and 1850 Compromises
 - 7.S.2.g Dred Scott Decision
 - 7.S.2.h Kansas-Nebraska Act, Popular Sovereignty
- 7.S.3 Investigate the significance of the Dred Scott case.
- 7.S.4 Recognize the option for the Poor and Vulnerable (e.g. deepening of divisions between race and class).

The Civil War

- 7.CW.1 Describe significance of the following individuals or groups in the Civil War:
 - 7.CW.1.a Political leaders (e.g., Abraham Lincoln, Jefferson Davis)
 - 7.CW.1.b Military leaders (e.g., Robert E. Lee, Ulysses, S. Grant, William, Tecumseh Sherman, Thomas “Stonewall” Jackson)
 - 7.CW.1.c Role of African Americans
 - 7.CW.1.d Role of Women
- 7.CW.2 Determine the significance of the following events of the Civil War:
 - 7.CW.2.a Firing on Fort Sumter
 - 7.CW.2.b Battle of Bull Run
 - 7.CW.2.c Battle of Antietam
 - 7.CW.2.d Battle of Vicksburg

- 7.CW.2.e Battle of Gettysburg
- 7.CW.2.f Enactment of the Emancipation Proclamation
- 7.CW.2.g Sherman’s March, surrender at Appomattox
- 7.CW.3 Analyze the significance of the principles and ideals of the the Bill of Rights and Emancipation Proclamation.
- 7.CW.4 Analyze the impact of the Civil War on following political, social, and economic aspects of American life (e.g., Americans fighting Americans, high casualties caused, by disease and the type of warfare, widespread destruction of American property, change in status of freed slaves, value of railroads and industry).
- 7.CW.5 *Analyze the moral/ethical perspectives (noticing the needs of others, standing on the side of truth, life and dignity of the human person) of those in power in the period under study (e.g., Civil Rights.).*

Reconstruction

- 7.R.1 Describe the impact of significant events and movements that influenced Reconstruction (e.g., Lincoln’s assassination, KKK, Jim Crow Laws, Freedmen’s Bureau, industrialization).
- 7.R.2 Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.
- 7.R.3 Describe the impact of the Civil War on political, social, economic, aspects of American life (e.g., role of Africans Americans, role of women).
- 7.R.4 Analyze the moral/ethical perspectives (noticing the needs of others) of those in power in the period under study (e.g, Civil Rights, etc.).

Industrial Revolution

- 7.IR.1 Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).
- 7.IR.2 Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, transportation, and improvements contributed to U.S growth and expansion.
- 7.IR.3 Determine the effect of the Industrial Revolution on the Western World (e.g., growth of cities, rise of middle class, spread of industrialism, foundation for future, technological advances, labor issues).
- 7.IR.4 Analyze the free enterprise system:
 - 7.IR.4.a Competition
 - 7.IR.4.b Private Property
 - 7.IR.4.c Economic Freedom
 - 7.IR.4.d Profit
- 7.IR.5 Describe the role of the following entrepreneurs in the free enterprise system:
 - 7.IR.5.a Andrew Carnegie
 - 7.IR.5.b Henry Ford
 - 7.IR.5.c John D. Rockefeller
 - 7.IR.5.d J.P. Morgan
 - 7.IR.5.e Cornelius Vanderbilt
- 7.IR.6 Describe types of personal investments (e.g., capital, trusts, shares).
- 7.IR.7 Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.
- 7.IR.8 Analyze how individuals, governments and businesses make choices based on the availability of resources.

- 7.IR.9 Describe the impact of modern day entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner, Donald Trump) in the free enterprise system.
- 7.IR.10 Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.
- 7.IR.11 Discuss the relationship between immigration and industrialization.
- 7.IR.12 Analyze the impact of industrialization on the United States (e.g., rural to urban migration, factory conditions, unions, influence of big businesses).
- 7.IR.13 Describe the following Progressive Reforms that resulted from the Industrial Revolution:
 - 7.IR.13.a Labor unions
 - 7.IR.13.b Conservation of natural resources
- 7.IR.14 Identify the following groups' contributions to the changing social and political structure of the United States:
 - 7.IR.14.a Industrialists (e.g., Andrew Carnegie, John D. Rockefeller)
 - 7.IR.14.b Inventors (e.g., Thomas Edison, Henry Ford)
 - 7.IR.14.c Populists (e.g., William Jennings Bryan)
 - 7.IR.14.d Financiers (e.g., .P. Morgan, Jay Gould)
- 7.IR.15 Analyze the care for God's creation in the period under study (e.g. care for the environment).
- 7.IR.16 Recognize the Dignity of Work and the Rights of the Worker in the period under study.

8th Grade Social Studies Standards

Describe how key political, social, geographic, and economic events of the late 20th and early 21st centuries affected and continue to affect the US.

Progressive Era

- 8.PE.1 Investigate the causes and effects of the Industrial Revolution in the United States.
 - 8.PE.1a Causes (e.g., geography, abundant natural resources, innovations in technology, available labor, global markets)
 - 8.PE.1b Effects (e.g., rural to urban migration, factory conditions, unions, influence of big business growth and expansion)
- 8.PE.2 Examine the reasons why people emigrated from their homelands to settle in the US during the late 19th century.
- 8.PE.3 Draw conclusions regarding how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.
- 8.PE.4 Discuss the relationship between immigration and industrialization.
- 8.PE.5 Describe the importance of citizens being actively involved in the democratic process (e.g., voting, involvement in political decision making, analyzing issues, petitioning public officials)
- 8.PE.6 Describe the following Progressive Reforms that resulted from the Industrial Revolution:
 - 8.PE.6a labor unions
 - 8.PE.6b Women’s Suffrage, 19th amendment
 - 8.PE.6c Trust busting
 - 8.PE.6d Conservation of natural resources
 - 8.PE.6f Temperance Movement, 18th and 21st amendments
- 8.PE.7 Identify the following groups’ contributions to the changing social and political structure of the United States:
 - 8.PE.7a Labor leaders (e.g., Samuel Gompers, Mother Jones)
 - 8.PE.7b Social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton)
 - 8.PE.7c Inventors

Imperialism

- 8.I.1 Describe the following factors that fostered the growth of American spheres of influence during the late 19th and early 20th centuries (e.g., desire for military strength, interest in new markets, need for an inexpensive source of raw materials)
- 8.I.2 Determine the effect of the Industrial Revolution on the Western World (e.g., growth of cities, rise of middle class, spread of industrialism, rise of imperialism, technological advances, labor issues)
- 8.I.3 Describe the effects of the following factors on the rise of imperialism:
 - 8.I.3a Increased need for raw materials
 - 8.I.3b Increased need for consumers
 - 8.I.3c Nationalism
- 8.I.2 Analyze the expanding role of the US in the world during the late 19th and early 20th centuries:
 - 8.I.2a Philippines
 - 8.I.2b Cuba
 - 8.I.2c Alaska purchase
 - 8.I.2d Hawaiian annexation

- 8.I.2e Puerto Rico and the Spanish American War
- 8.I.2f China - Open Door Policy and the Boxer Rebellion
- 8.I.2g Colombia and the building of the Panama Canal

World War I

- 8.WWI.1 Explain how the following world movements led to WWI:
 - 8.WWI.1a Militarism
 - 8.WWI.1b Imperialism
 - 8.WWI.1c Nationalism
 - 8.WWI.1d Formation of alliances
 - 8.WWI.1e Assassination of Archduke Franz Ferdinand
- 8.WWI.2 Describe the following events that led to the US involvement in WW1:
 - 8.WWI.2a Shift away from isolationism
 - 8.WWI.2b Sinking of the Lusitania
 - 8.WWI.2c Zimmermann Telegram
- 8.WWI.3 Discuss how negotiations with foreign governments led to the development of foreign policy initiatives:
 - 8.WWI.3a Treaty of Versailles
 - 8.WWI.3b Fourteen Points
 - 8.WWI.3c League of Nations
- 8.WWI.4 Describe important events associated with WW 1 (e.g., anti-German feelings in the US, passing of the Selective Service Act, migration of African Americans to the north, Wilson's Fourteen Points, controversy over the Treaty of Versailles).
- 8.WWI.5 Describe the rise of totalitarianism in Europe following WWI:
 - 8.WWI.5a Italy under Mussolini
 - 8.WWI.5b Germany under Hitler
 - 8.WWI.5c Soviet Union under Stalin
 - 8.WWI.5d Japan under Tojo
- 8.WWI.6 Describe how scarcity impacts the homefront (e.g., wartime rationing, women in the workforce, reallocation of resources)

Great Depression

- 8.GD.1 Identify economic policies and factors that led to the Great Depression:
 - 8.GD.1a Unequal distribution of income
 - 8.GD.1b Weaknesses in farm sector
 - 8.GD.1c Buying on margin
 - 8.GD.1d Stock market crash
- 8.GD.2 Describe types of personal investments:
 - 8.GD.2a Saving accounts
 - 8.GD.2b Stocks
 - 8.GD.2c Bonds
- 8.GD.3 Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit)
- 8.GD.4 Describe how scarcity influences the choices made by governments and businesses (e.g., women in the workforce, reallocation of resources, wartime rationing)
- 8.GD.5 Determine the impact of natural and manmade crises of the Great Depression:
 - 8.GD.5a Unemployment
 - 8.GD.5b Bread lines/soup kitchens
 - 8.GD.5c Dust Bowl
 - 8.GD.5d Western migration of Midwest farmers

- 8.GD.6 Describe the effects of inflation on society (e.g., higher prices, rising interest rates, less business activity, unemployment)
- 8.GD.7 Analyze the government's role in national economic recovery:
 - 8.GD.7a FDIC
 - 8.GD.7b SEC
 - 8.GD.7c Works programs (WPA, CCC, TVA)
 - 8.GD.7d Farm subsidies
 - 8.GD.7e Social Security

World War II

- 8.WWII.1 Compare the different world governments and ideologies:
 - 8.WWII.1a Dictatorship
 - 8.WWII.1b Totalitarian (Fascist, Nazis)
 - 8.WWII.1c Democracy
 - 8.WWII.1d Socialism
 - 8.WWII.1e Communism
- 8.WWII.2 Examine Adolf Hitler's rise to power and how his leadership impacted the war and the world.
- 8.WWII.3 Describe how racism and intolerance contributed to the Holocaust.
- 8.WWII.4 Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).
- 8.WWII.5 Analyze the major causes of World War II:
 - 8.WWII.5a Aggressive search for resources by Japan
 - 8.WWII.5b Political ideologies of Fascism and Nazism
 - 8.WWII.5c Resentment toward the Treaty of Versailles
- 8.WWII.6 Explain how Pearl Harbor led to U.S. involvement in WWII.
- 8.WWII.7 Explain how the following factors affected the U.S. home front during World War II:
 - 8.WWII.7a War bond drives
 - 8.WWII.7b War industry
 - 8.WWII.7c Women and minorities in the work force
 - 8.WWII.7d Rationing
 - 8.WWII.7e Internment of Japanese-, German-, and Italian -Americans
- 8.WWII.8 Explain the impact of World War II on economic recovery from the Great Depression.
- 8.WWII.9 Describe Arizona's contributions to the war effort:
 - 8.WWII.9a Native American Code Talkers
 - 8.WWII.9b Ira Hayes
 - 8.WWII.9c Mining
 - 8.WWII.9d Training bases
 - 8.WWII.9e POW and internment camps
- 8.WWII.10 Summarize the United States' role in the following events:
 - 8.WWII.10a D-day invasion
 - 8.WWII.10b Battles of the Pacific
 - 8.WWII.10c Development and use of the atomic bomb
 - 8.WWII.10d V-E Day / V-J Day
- 8.WWII.11 Describe the impact of the following executive orders and decisions:
 - 8.WWII.11a Executive Order 9066 (e.g., creation of internment camps on U.S. soil, Korematsu v. United States)
 - 8.WWII.11b Manhattan Project
 - 8.WWII.11c Use of Atomic Bomb***
- 8.WWII.12 Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.
- 8.WWII.13 Analyze the significance of the following individuals during World War II:
 - 8.WWII.13a Franklin D. Roosevelt

- 8.WWII.13b Dwight Eisenhower
- 8.WWII.13c George Patton
- 8.WWII.13d Douglas MacArthur
- 8.WWII.13e Harry Truman
- 8.WWII.13f Eleanor Roosevelt
- 8.WWII.14 Describe the following events leading to the Allied victory:
 - 8.WWII.14a D-Day Invasion
 - 8.WWII.14b Battle of the Bulge
 - 8.WWII.14c Japanese defeat in Iwo Jima and Okinawa
 - 8.WWII.14d Atomic bombing of Hiroshima and Nagasaki***
- 8.WWII.15 Compare the rebuilding of Japan with the rebuilding of Germany following World War II.
- 8.WWII.16 Describe the significance of the following events resulting from World War II:
 - 8.WWII.16a Redrawing of political boundaries in Europe
 - 8.WWII.16b NATO / Warsaw Pact
 - 8.WWII.16c Marshall Plan
 - 8.WWII.16d Formation of the United Nations
 - 8.WWII.16e Creation of Israel
 - 8.WWII.16f Tensions leading to Cold War
 - 8.WWII.16g Nuremburg Trials

Cold War

- 8.CW.1 Describe the following origins of the Cold War
 - 8.CW.1a Western fear of communist expansion
 - 8.CW.1b Soviet fear of capitalist influences
 - 8.CW.1c Development of nuclear weapons
 - 8.CW.1d Truman Doctrine
- 8.CW.2 Explain U.S. and world foreign policies leading to the Cold War (e.g., Truman Doctrine, NATO, Warsaw Pact)
- 8.CW.3 Describe the impact of the Cold War on the United States:
 - 8.CW.3a McCarthyism
 - 8.CW.3b Arms race
 - 8.CW.3c Space race
 - 8.CW.3d Bay of Pigs
 - 8.CW.3e Cuban Missile Crisis
 - 8.CW.3f Creation of the CIA
- 8.CW.4 Describe the following events of the Korean War:
 - 8.CW.4a Chinese involvement
 - 8.CW.4b U.N. police actions
 - 8.CW.4c Containment of Communism
 - 8.CW.4d Partition of Korea at the 38th Parallel
- 8.CW.5 Identify the causes and effects of the Vietnam War:
 - 8.CW.5a Containment of Communism – Domino Theory
 - 8.CW.5b French Indochina War
 - 8.CW.5c Gulf of Tonkin Resolution
 - 8.CW.5d Tet Offensive
 - 8.CW.5e Anti-war protests
 - 8.CW.5f Vietnam Peace Accords
- 8.CW.6 Examine the fall of Communism and the unification of European nations:
 - 8.CW.6a Germany – reunification, Berlin Wall torn down
 - 8.CW.6b Russia – Gorbachev, Glasnost and Perestroika

- 8.CW.6c Union of Soviet Socialist Republics – countries regained independence
- 8.CW.6d China - opening of foreign relations under Nixon
- 8.CW.6e European Union formed
- 8.CW.7 Describe the impact of the Cold War that led to global competition (e.g., creation of the Iron Curtain, arms race, space race).

Civil Rights

- 8.CR.1 Describe the importance of the following civil rights issues and events:
 - 8.CR.1a Jim Crow Laws
 - 8.CR.1b Nonviolent protests
 - 8.CR.1c Desegregation
 - 8.CR.1d Civil Rights Act of 1964
 - 8.CR.1e Voting Rights Act of 1965
 - 8.CR.1e Brown v. Board of Education
 - 8.CR.1f Miranda v. Arizona
 - 8.CR.1g Gideon v. Wainwright
- 8.CR.2 Describe the impact that the following Acts had on increasing the rights of groups and individuals:
 - 8.CR.2 a Civil Rights Act of 1964
 - 8.CR.2 b Voting Rights Act of 1965
 - 8.CR.2 c Indian Rights Act of 1968
 - 8.CR.2 d Americans with Disabilities Act
- 8.CR.3 Describe the impact that the following had on rights for individuals and groups:
 - 8.CR.3a Civil Rights Leaders (e.g., Martin Luther King, Jr., Rosa Parks, Malcolm X)
 - 8.CR.3b Nonviolent protests (e.g., Montgomery Bus Boycotts, Freedom Riders, Children’s Crusade)
 - 8.CR.3c Desegregation - military, schools, transportation, sports (e.g., Little Rock Nine)
 - 8.CR.3d United Farm Workers (e.g., César Chavez)
 - 8.CR.3e National Organization for Women (NOW) – Equal Rights Amendment (ERA)

Contemporary Affairs

- 8.CA.1 Describe the following events in the Middle East during the 20th and 21st centuries:
 - 8.CA.1a Conflicts between Israeli and Palestinian governments
 - 8.CA.1b Camp David Peace Accords
 - 8.CA.1c Iran Hostage Crisis
 - 8.CA.1d Iran-Contra Affair
 - 8.CA.1e Persian Gulf War
 - 8.CA.1f Iraq War
- 8.CA.2 Explain the significance of events specific to these U.S. presidencies, *and analyze their leadership skills (noticing the needs of others, standing on the side of truth, etc.)*:
 - 8.CA.2a Nixon - Watergate, resignation, pardoning
 - 8.CA.2b Ford - Presidential succession
 - 8.CA.2c Bush - 9/11 Terrorist Attacks; Involvement in Afghanistan, Iraq War
 - 8.CA.2d Clinton - Economic growth; impeachment
- 8.CA.3 Compare independence movements in various parts of the world during the 20th century (e.g., India/ Pakistan, Latin America, Africa, Asia)

