



Glencoe

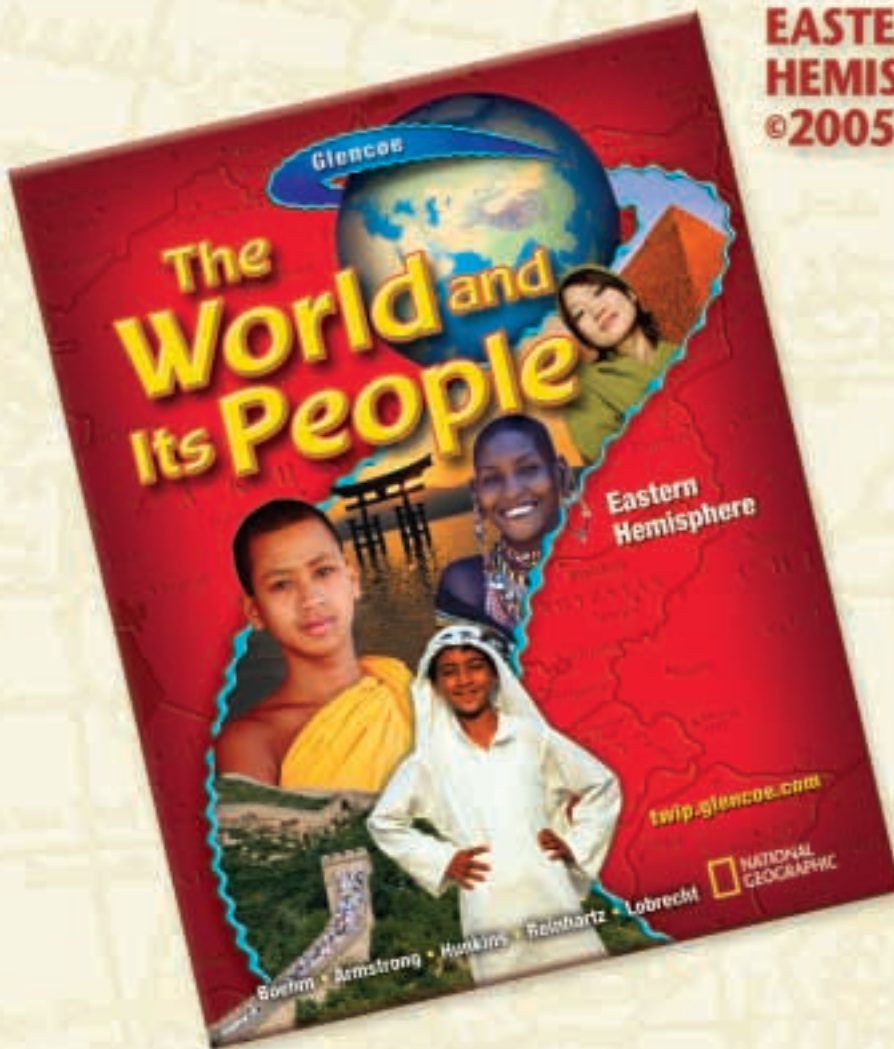
**MODEL ACADEMIC
STANDARDS
for SOCIAL STUDIES**

Grade 8



The World and Its People

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The World and Its People

A GEOGRAPHY

STANDARDS	PAGE REFERENCES
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p>SE: RA2-RA30, 33, 41, 45, 54, 57, 60, 63, 64, 81, 84, 86, 89, 95, 102, 118, 119, 120, 129, 135, 154, 162, 168, 171, 175, 183, 203, 218, 223, 230, 231, 232, 239, 246, 255, 256, 271, 281, 285, 292, 293, 294, 301, 308, 315, 319, 337, 342, 345, 352, 356, 372, 373, 374, 385, 386, 394, 401, 414, 417, 421, 423, 426, 435, 439, 447, 449, 455, 462, 463, 464, 479, 484, 487, 495, 502, 506, 519, 521, 525, 534, 536, 543, 547</p> <p>Building Geography Skills for Life: 28-30, 31-33, 34-36, 43-46, 62-63, 64-65, 66-69, 70-73, 74-76, 77-80, 81-82, 83-86, 87-89, 90-93, 120-122, 138-140, 141-142, 160-164; Unit Resources The World: 19-22; Unit Resources Europe: 27-30; Unit Resources Russia and the Eurasian Republics: 29-34; Unit Resources Africa South of the Sahara: 29-34; Unit Resources Asia: 27-32; Unit Resources Australia, Oceania, and Antarctica: 29-34; Unit Resources North Africa and Southwest Asia: 29-32</p>
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p>SE: 45, 75, 111, 145, 171, 199, 223, 253, 285, 315, 331, 365, 399, 435, 455, 491, 519, 539, 555, 589, 605</p> <p>Building Geography Skills for Life: 51-54</p>
<p>A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</p>	<p>SE: RA2-RA30, 114-125, 226-235, 288-297, 368-381, 458-469, 558-567</p> <p>Building Geography Skills for Life: 120-122, 138-140, 141-142, 160-164; Unit Resources North Africa and Southwest Asia: 1-8; Unit Resources Australia, Oceania, and Antarctica: 1-8; Unit Resources Asia: 1-8; Unit Resources Europe: 1-8; Unit Resources Africa South of the Sahara: 1-8; Unit Resources Russia and the Eurasian Republics: 1-8</p>
<p>A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment</p>	<p>TWE: T48-49, Find Out More 77, 607, Service Learning Project 181C, 224C, 556C</p>
<p>A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases</p>	<p>SE: 21, 41, 92-93</p> <p>Daily Lecture and Discussion Notes: 25, 26; Reading Essentials and Study Guide: 42-43; Active Reading Note-Taking Guide: 55-56; Unit Resources The World: 102</p>



A GEOGRAPHY (continued)

STANDARDS	PAGE REFERENCES
A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation	SE: 69-72, 76, 77, 332, 333, 606, 607 TWE: <i>More About the Issues</i> 76, 332, 606; <i>What Can You Do?</i> 77, 333, 607 Active Reading Note-Taking Guide: 41-45; Quizzes, Tests, and Performance Assessment: 24; Reading Essentials and Study Guide: 30-33; Daily Lecture and Discussion Notes: 18-20
A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world	SE: 90-91 TWE: <i>More About the Photo</i> 90 Active Reading Note-Taking Guide: 50-54; Quizzes, Tests, and Performance Assessment: 34; Reading Essentials and Study Guide: 38-41; Daily Lecture and Discussion Notes: 23-24
A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities	SE: 95, 256, 294, 374, 417, 484 Unit Resources North Africa and Southwest Asia: 9-10; Unit Resources Australia, Oceania, and Antarctica: 9-10; Unit Resources Asia: 9-10; Unit Resources Africa South of the Sahara: 9-10; Unit Resources Russia and the Eurasian Republics: 9-10; Unit Resources Europe: 9-10
A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals	SE: 37, 82, 116, 130, 133, 135, 138, 153, 156, 178, 180, 187, 195, 202, 229, 260, 290, 297, 301, 304, 306, 312, 318, 339, 351, 397, 477, 493, 501, 519, 532, 545, 572
A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment	SE: 28, 51, 108, 178, 243, 306, 410, 442, 499, 574, 602
A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations	SE: <i>Time Reports</i> 101-107, 161-167, 275-281, 355-361, 425-431, 505-511, 579-585; <i>Eye on the Environment</i> 76-77, 332-333, 606-607 TWE: <i>Teach</i> 76, 332, 606

B HISTORY

STANDARDS	PAGE REFERENCES
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used	SE: 128-132, 133-136, 137-145, 148-152, 153-157, 158-171, 244-255, 258-262, 270-285, 0300-306, 472-477, 500-511, 524-531 TWE: <i>Critical Thinking Activity</i> 428 Unit Resources North Africa and Southwest Asia: 11-12, 50; Unit Resources Australia, Oceania, and Antarctica: 11; Unit Resources Asia: 11-12, 50, 81, 110; Unit Resources Africa South of the Sahara: 11-12; Unit Resources Russia: 11-12, 53-54; Unit Resources Europe: 11-12, 48, 49, 50, 76, 77, 78
B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history	SE: 152, 185, 187, 213, 215, 249, 250, 253, 254, <i>Time Reports</i> 161-167, 275-281, 505-511



B HISTORY (continued)

STANDARDS	PAGE REFERENCES
B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history	SE: 150, 151, 204, 250, 255, 338, 345, 510, 526, 528, 595
B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians	SE: 99, 214, 266, 282, 309, 440
B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently	SE: <i>Eye on the Environment</i> 76-77, 332-333, 606-607; <i>Time Reports</i> 101-107, 161-167, 275-281, 355-361, 425-431, 505-511, 579-585 TWE: <i>Close</i> 333; <i>Focus</i> 606 Unit Resources Europe: 13-16; Unit Resources Russia: 13-16; Unit Resources Africa South of the Sahara: 13-16; Unit Resources Asia: 13-16; Unit Resources Australia, Oceania, and Antarctica: 13-16; Unit Resources North Africa and Southwest Asia: 13-16
B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8
B.8.7 Identify significant events and people in the major eras of United States and world history	SE: 128-132, 133-136, 137-145, 148-152, 153-157, 158-171, 244-255, 258-262, 270-285, 300-306, 472-477, 500-511, 524-531 TWE: <i>Critical Thinking Activity</i> 428 Unit Resources North Africa and Southwest Asia: 11-12, 50; Unit Resources Australia, Oceania, and Antarctica: 11; Unit Resources Asia: 11-12, 50, 81, 110; Unit Resources Africa South of the Sahara: 11-12; Unit Resources Russia: 11-12, 53-54; Unit Resources Europe: 11-12, 48, 49, 50, 76, 77, 78
B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society	SE: 28, 51, 108, 178, 243, 306, 410, 442, 499, 574, 602
B.8.9 Explain the need for laws and policies to regulate science and technology	
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	SE: 150, 151, 204, 250, 255, 327, 338, 345, 352, 360, 426, 440-441, 510, 526, 528, 533, 595 TWE: <i>Focus</i> 426
B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8
B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues	SE: 80-85, 93, 132



C POLITICAL SCIENCE AND CITIZENSHIP

STANDARDS	PAGE REFERENCES
C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights	SE: 128, 263, 275-280, 461, 357, 507, 509-510, 549 TWE: <i>Making Connections</i> 275
C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 or <i>Civics Today: Citizenship in Action</i>
C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused	SE: 83, 275-280, 446
C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 or <i>Civics Today: Citizenship in Action</i>
C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 or <i>Civics Today: Citizenship in Action</i>
C.8.6 Explain the role of political parties and interest groups in American politics	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 or <i>Civics Today: Citizenship in Action</i>
C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	TWE: 107, 167, 281, 361, 431, 511, 585
C.8.8 Identify ways in which advocates participate in public policy debates	This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 or <i>Civics Today: Citizenship in Action</i>
C.8.9 Describe the role of international organizations such as military alliances and trade associations	SE: 327, 345, 352, 360, 426, 440-441, 533 TWE: <i>Focus</i> 426

D ECONOMICS

STANDARDS	PAGE REFERENCES
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	This standard is covered in-depth in <i>Civics Today: Citizenship in Action</i>
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>



D ECONOMICS (continued)

STANDARDS	PAGE REFERENCES
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	SE: 93-94, 97-98, <i>Time Reports</i> 275-281, 101-107
D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	SE: 96, 134, 155, 302, 392, 498, 549, 595
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	SE: 21, 41, 92-93 <i>Daily Lecture and Discussion Notes:</i> 25, 26; <i>Reading Essentials and Study Guide:</i> 42-43; <i>Active Reading Note-Taking Guide:</i> 55-56; <i>Unit Resources The World:</i> 102
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	SE: <i>Eye On the Environment</i> 77, 333, 607; <i>Time Reports:</i> What One Person Can Do? 166, 360, 430, 510 TWE: <i>Differentiated Instruction</i> 71, <i>Service Learning Project</i> 18C, 224C, 366C, 556C

E BEHAVIORAL SCIENCES

STANDARDS	PAGE REFERENCES
E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	TWE: Activate Prior Knowledge XIV-XIX, RH1-RH7, T34-T39, T42-T45, T46-T51
E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development	SE: 80, 81, 82



E BEHAVIORAL SCIENCES

(continued)

STANDARDS	PAGE REFERENCES
E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people	SE: 37, 195, 208, 267, 321, 391, 445, 474, 529
E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community	SE: 141, 247, 427, 468, 507, 581 TWE: T20
E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies	SE: 327, 345, 352, 360, 426, 440-441, 533 TWE: Focus 426
E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals	SE: 81, 228-229, 264, 395, 413, 415, 419, 423, 439, 445, 487-488, 500, 545, 549, 560, 577
E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society	SE: 176-177, 213-215, 264-265, 344-346, 416-419, 439-440
E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups	This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world	SE: 37, 81, 195, 208, 228-229, 264, 267, 321, 391, 395, 413, 415, 419, 423, 439, 445, 474, 487-488, 500, 529, 545, 549, 560, 577
E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding	SE: 37, 140, 142, 152, 195, 208, 216, 267, 269, 321, 323, 341, 391, 396, 412, 445, 474, 477, 526, 529, 531, 552, 571
E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved	SE: 150, 151, 152, 204, 213, 255, 267, 338, 345, 510, 526, 528, 595
E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes	TWE: Service Learning Project 112C
E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed	SE: 37, 140, 142, 195, 216, 267, 269, 323, 341, 396, 412, 477, 526, 531, 552, 571
E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis	SE: 101-107, 161-167, 275-281, 327, 345, 352, 355-361, 425-431, 440-441, 505-511, 533, 579-585