



Glencoe

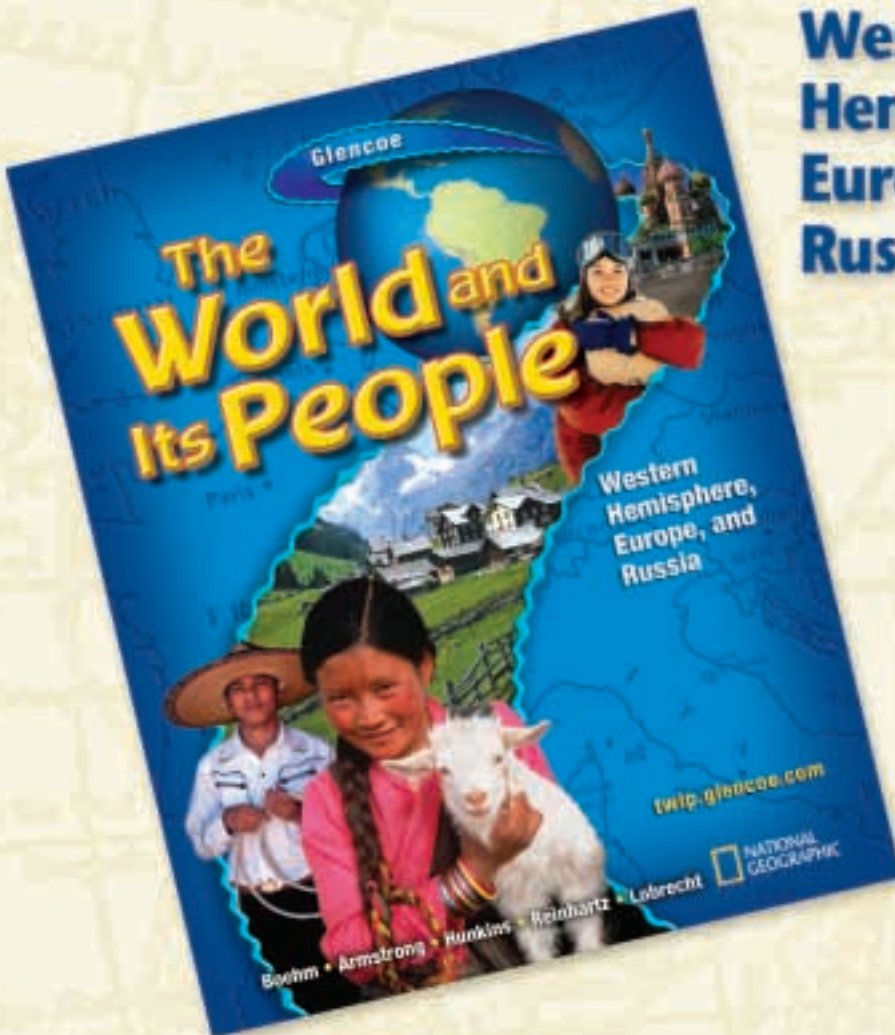
**MODEL ACADEMIC
STANDARDS
for SOCIAL STUDIES**

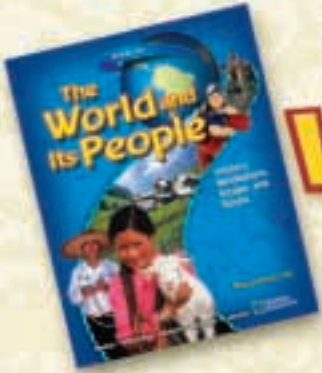
Grade 8



The World and Its People

**Western
Hemisphere,
Europe, and
Russia ©2005**





The World and Its People

**Western Hemisphere,
Europe, and Russia © 2005**

A GEOGRAPHY

STANDARDS

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

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

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

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

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

PAGE REFERENCES

Student Edition: RA2-RA30, 33, 41, 45, 54, 57, 60, 63, 64, 81, 84, 86, 89, 95, 102, 118, 119, 120, 127, 132, 144, 149, 161, 180, 181, 182, 191, 196, 198, 205, 213, 214, 227, 229, 233, 240, 255, 260, 273, 284, 285, 286, 295, 301, 320, 328, 334, 337, 341, 349, 369, 384, 389, 396, 397, 398, 405, 412, 421, 425, 437, 447, 451

Teacher Resources: 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 The United States & Canada: 33-34; Unit Resources Latin America: 27-32; Unit Resources Europe: 27-30; Unit Resources Russia and the Eurasian Republics: 29-34

Student Edition: 45, 75, 111, 144, 155, 209, 227, 249, 277, 311, 337, 365, 389, 419, 451

Teacher Resources: Building Geography Skills for Life: 51-54

Student Edition: RA2-RA30, 118, 119, 120, 180, 181, 182, 191, 196, 284, 285, 286, 396, 397, 398

Teacher Resources: Building Geography Skills for Life: 120-122, 138-140, 141-142, 160-164; Unit Resources The United States & Canada: 11-8; Unit Resources Latin America: 1-8; Unit Resources Europe: 1-8; Unit Resources Russia and the Eurasian Republics: 1-8

Student Edition: Technology Skill Activity 11, 187

Teacher Wraparound Edition: related material: *Differentiated Instruction 71*

Student Edition: 21, 41, 92-93, 116, 132, 134, 214, 240

Teacher Wraparound Edition: *Current Events Journal 93*

Teacher Resources: Unit Resources The United States & Canada: 51



A GEOGRAPHY

(continued)

STANDARDS	PAGE REFERENCES
<p>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</p>	<p>Student Edition: 69-72, 76, 77, 250, 251 Teacher Wraparound Edition: <i>More About the Issues</i> 76, 250; <i>What Can You Do?</i> 77, 251; Teacher Resources: 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</p>
<p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p>	<p>Student Edition: 90-91 Teacher Wraparound Edition: <i>More About the Photo</i> 90 Teacher Resources: 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</p>
<p>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</p>	<p>Student Edition: 120, 132, 161, 214, 240, 425 Teacher Resources: Unit Resources The United States & Canada: 9-10; Unit Resources Latin America: 9-10; Unit Resources Europe: 9-10; Unit Resources Russia and the Eurasian Republics: 9-10</p>
<p>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</p>	<p>Student Edition: 26, 37, 124, 151, 146, 197-199, 294, 296, 299, 304, 344, 350, 361, 396, 427</p>
<p>A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment</p>	<p>Student Edition: 28, 51, 108, 201, 218, 270, 344, 409</p>
<p>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</p>	<p>Student Edition: <i>Time Reports</i> 101-107, 137-143, 259-265, 327-333, 441-447; <i>Eye on the Environment</i> 76-77, 250-251 Teacher Wraparound Edition: <i>Making Connections</i> 101, 137, 259, 327, 441; <i>More About</i> 76, 250</p>



B HISTORY

STANDARDS	PAGE REFERENCES
<p>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</p>	<p>Student Edition: 145-147, 197-201, 204-206, 294-298, 299-302, 303-311, 314-318, 319-323, 324-326, 413-415, 429-430</p> <p>Teacher Wraparound Edition: <i>More About 147; Reading Strategy 146; Close 415; Teach 325; Team Teaching Activity 205</i></p> <p>Teacher Resources: Unit Resources The United States and Canada: 11, 41, 52; Unit Resources Russia and the Eurasian Republics: 53, 80; Unit Resources Europe: 11-12, 48, 49, 50, 76, 77, 78; Unit Resources Latin America: 11-12, 51, 52</p>
<p>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</p>	<p>Student Edition: 106, 228, 294, 305, 318, 416; Time Reports 101-107, 137, 143, 257-265, 327-333, 441-448</p>
<p>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</p>	<p>Student Edition: 148, 228-229, 316, 317, 416, 420-421</p>
<p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p>	<p>Student Edition: 99, 167, 380, 432, 448, 525</p>
<p>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</p>	<p>Student Edition: Foldable Study Organizer 125, Why It Matters 25, <i>Eye on the Environment 76-77; What Can You Do? 251; Time Reports 107, 143, 265, 333, 447</i></p> <p>Teacher Wraparound Edition: <i>Close 77</i></p> <p>Teacher Resources: Unit Resources Russia and the Eurasian Republics: 13-16; Unit Resources Europe: 13-16; Unit Resources Latin America: 13-16; Unit Resources The United States and Canada: 13-16</p>
<p>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</p>	<p>Student Edition: IX, 146-147, 166</p> <p>The standard is covered in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</i></p>
<p>B.8.7 Identify significant events and people in the major eras of United States and world history</p>	<p>Student Edition: 145-147, 197-201, 204-206, 294-298, 299-302, 303-311, 314-318, 319-323, 324-326, 413-415, 429-430</p> <p>Teacher Wraparound Edition: <i>More About 147; Reading Strategy 146; Close 415; Teach 325; Team Teaching Activity 205</i></p> <p>Teacher Resources: Unit Resources The United States and Canada: 11, 41, 52; Unit Resources Russia and the Eurasian Republics: 53, 80; Unit Resources Europe: 11-12, 48, 49, 50, 76, 77, 78; Unit Resources Latin America: 11-12, 51, 52</p>
<p>B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</p>	<p>Student Edition: 28, 51, 108, 201, 218, 270, 344, 409</p>



B HISTORY (continued)

STANDARDS	PAGE REFERENCES
B.8.9 Explain the need for laws and policies to regulate science and technology	Student Edition: 428 The standard is covered in <i>Civics Today: Citizenship, Economics, and You</i>
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	Student Edition: 99, 101-107, 137-143, 148, 228-229, 259-265, 283, 316, 317, 320-321, 324-326, 327-333, 353-356, 359, 362, 420-421, 441-447
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	Student Edition: 117, 145-146, 167 Teacher Resources: Unit Resources <i>The United States & Canada</i> : 52
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	Student Edition: 80-85, 93, 238, 529, 530, 531

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	Student Edition: 146, 294, 429, 441-446; <i>Exploring Government</i> 428 Teacher Wraparound Edition: <i>Close</i> 677; <i>Making Connections</i> 671; <i>Team Teaching Activity</i> 672 Teacher Resources: Unit Resources <i>Russia and the Eurasian Republics</i> : 82; <i>Quizzes, Tests, and Performance Assessment</i> : 237-238; <i>Reading Essentials and Study Guide</i> : 206-209; <i>Active Reading Note-Taking Guide</i> : 247-250; <i>Daily Lecture and Discussion Notes</i> : 115-117
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	Student Edition: 146-147 This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</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	Student Edition: 146-147, 148, 428 This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</i>
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	Student Edition: 146-147, 148 This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</i>



C POLITICAL SCIENCE AND CITIZENSHIP (continued)

STANDARDS	PAGE REFERENCES
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	Student Edition: 149-150 This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</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 and <i>Civics Today: Citizenship, Economics, and You</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	Teacher Wraparound Edition: 107, 143, 265, 333, 447 This standard is covered in-depth in <i>The American Republic to 1877</i> and <i>The American Journey</i> submitted for Grade 8 and <i>Civics Today: Citizenship, Economics, and You</i>
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 and <i>Civics Today: Citizenship, Economics, and You</i>
C.8.9 Describe the role of international organizations such as military alliances and trade associations	Student Edition: 99, 283, 320-321, 324-326, 328-332, 355-356, 359, 362

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, Economics, and You</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	Student Edition: 93-95, 96, 133-134, This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	Student Edition: 120, 132, 133-134
D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	Student Edition: 97-100 This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
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	Student Edition: <i>Time Reports</i> 137-143, 259-265, 327-333, 441-447 This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>



D ECONOMICS (continued)

STANDARDS	PAGE REFERENCES
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	Student Edition: 96, 267, 300, 321 This standard is covered in-depth in <i>Civics Today: Citizenship, Economics, and You</i>
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	Student Edition: 92-95, 120, 132, 161, 214, 218, 240, 425
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>The American Republic to 1877 and The American Journey</i> submitted for Grade 8 and <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	Student Edition: <i>Why It Matters</i> 231, <i>Eye On the Environment</i> 77, 251; <i>Time Reports: What One Person Can Do?</i> 142, 264, 332, Teacher Wraparound Edition: <i>Differentiated Instruction</i> 71, <i>Service Learning Project</i> 18C, 390C

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	Teacher Wraparound Edition: XIV-XIX, RH1-RH97, CRISS T38-T43, T46-T47, T48-T49, Reading Preview: <i>Why It Matters</i> every unit(example 231), Foldables Study Organizer every Chapter (example 231), Activating Prior Knowledge every lesson (example 232), Cultural Kaleidoscope Unit Atlas Activities (example 289), Current Events Journal (ex. 290)
E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development	Student Edition: 80, 81, 82, 165-169, 203, 220-221, 234-237
E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people	Student Edition: 152, 170, 178-179, 200-201, 203-205, 215, 234-237, 246, 318, 435



E BEHAVIORAL SCIENCES

(continued)

STANDARDS	PAGE REFERENCES
<p>E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community</p>	<p>Student Edition: 200, 299, 300, 305, 318, 360307, 413 Teacher Wraparound Edition: <i>Cooperative Learning</i> 149</p>
<p>E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies</p>	<p>Student Edition: 99, 283, 320-321, 324-326, 328-332, 355-356, 359, 362</p>
<p>E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</p>	<p>Student Edition: 81, 121, 145, 149-150, 168-169, 183, 394-395, 430</p>
<p>E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society</p>	<p>Student Edition: 90-91, 176-177, 213-215,</p>
<p>E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups</p>	<p>This standard is covered in-depth in <i>Civics Today: Citizenship in Action</i></p>
<p>E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world</p>	<p>Student Edition: 145, 149-150, 152, 170, 235, 246, 306, 318, 435</p>
<p>E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding</p>	<p>Student Edition: 152, 170, 235, 246, 306, 308, 318, 382, 435</p>
<p>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</p>	<p>Student Edition: 148, 228-229, 316, 317, 420-421</p>
<p>E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes</p>	<p>Teacher Wraparound Edition: <i>Service Learning Project</i> 112C</p>
<p>E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed</p>	<p>Student Edition: 80-85, 97-100, 133, 166, 168, 216, 356, 141-142, 195, 203, 216, 235, 256, 268, 306, 308, 361382</p>
<p>E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis</p>	<p>Student Edition: 99, 101-107, 137-143, 259-265, 283, 320-321, 324-326, 328-332, 355-356, 359, 362, 441-447</p>