

Social Studies - Grade 8, World Geography, World History, US History, Government, and Economics Vertical Alignment Matrix

Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
1. History Strand: Time, Continuity, and Change						
Strand 1 - History	<p>SS.8.1A Identify the Age of Exploration/Colonial Period, American Revolution, Creating a New Government, Young Nation, Westward Expansion, and Civil War/Reconstruction as major eras in U.S. history through 1877 and describe the defining characteristics, events and significant individuals of each era.</p> <p>SS.8.1B Apply the use of absolute and relative chronology by sequencing significant individuals, events, and eras in U.S. history.</p>		<p>WHS.1A Identify the period of Ancient Civilizations, Classical Civilizations, the Middle Ages, the Early Modern World, the Age of Revolutions, and the Modern Contemporary World as major eras in world history and describe the defining characteristics or each era.</p> <p>WHS.1B Identify and analyze the effects of the development of Neolithic agriculture, the Mongol invasions, the development of urban centers, the age of exploration, the scientific and technological revolution, political revolutions of the 17th-20th centuries, and 20th century world wars as examples of significant turning points in world history.</p>	<p>USH.1A Identify major eras in U. S. history such as the Gilded Age, early 20th Century, Period Between the Wars, World War II, Cold War, and America Today and describe their defining characteristics, events, and significant individuals.</p> <p>USH.1B Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p>	<p>GOV.2D Describe the contributions to American politics, government, and society of Abraham Lincoln, George Washington and selected contemporary leaders.</p>	<p>ECO.19B Trace the history of the labor movement in the United States and its effects on economic, social, and political change.</p>
Strand 1 - History	<p>SS.8.1C Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>		<p>WHS.1D Explain the significance of the following dates: 1066, 1215, 1492, 1776, 1787, 1789, 1861-1865, 1914-1918, and 1939-1945.</p>	<p>USH.1C Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p>		
Strand 1 - History	<p>SS.8.2A Identify the search for valuable resources, new trade opportunities, the desire to spread religious beliefs, and the desire for empire as reasons for the European exploration and colonization of North America.</p>	<p>WGS.1B Using the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang as examples, trace the spatial diffusion of these and other events or ideas and describe the effects on the places and people contacted.</p>	<p>WHS.5A Identify causes of European expansion beginning in the 15th century including the desire for scarce resources, the impact of increased trade, the leadership of Portugal and Spain, navigational technology, and the desire to spread Christianity.</p> <p>WHS.5B Identify areas acquired by European nations during the Age of Exploration and analyze the economic, social, and political impact of those acquisitions on both Europeans and non-Europeans.</p>			



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Strand 1 - History	<p>SS.8.2B Compare and contrast the economic, social, and political reasons for the establishment of the 13 colonies.</p>	<p>WGS.1A Using specific examples of physical features, environmental conditions, and human factors, analyze the effects of these factors on historical events, migration patterns, and the distribution of culture groups today.</p>	<p>WHS.2B Describe economic, social, and political variables in a contemporary situation that could result in different outcomes.</p> <p>WHS.3A Compare the economic, social, and political characteristics of medieval Europe with previous civilizations.</p> <p>WHS.6A Summarize major economic, social, and political characteristics of sub-Saharan Africa, including examples such as rule by kings, trading of gold and ivory, manufacturing of ironworks, and oral transmission of history and analyze the impact of the Atlantic and Indian Ocean slave trade on the cultures of this region.</p> <p>WHS.6B Summarize major economic, social/cultural, and political characteristics of pre-Columbian civilizations in Mesoamerica and Andean South America including the Olmecs, Mayans, Aztecs, and Incas.</p> <p>WHS.6C Summarize and compare the major political, economic, and cultural developments of civilizations in China, India, and Japan that led to the development of powerful dynasties and rulers and the recognition of China and India as important civilizations in the ancient world.</p>	<p>USH.2A Analyze how political issues such as Indian policies, the growth of political machines, and civil service reform contributed to changes in America in the late 19th and early 20th century.</p> <p>USH.2B Analyze how economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues and the rise of big business contributed to changes in America in the late 19th and early 20th century.</p> <p>USH.2C Analyze how social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigration contributed to changes in America in the late 19th and early 20th century.</p>		<p>ECO.19C Analyze the economic, social, and political impact of business cycles on U.S. history, including the characteristics of the four phases of the business cycle.</p>



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Strand 1 - History	<p>SS.8.3A Explain the reasons for the growth of representative government and institutions during the colonial period.</p> <p>SS.8.3B Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p>SS.8.3C Describe how religion contributed to the growth of representative government in the American colonies.</p>		<p>WHS.3B Describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church.</p>		<p>GOV.1A Explain natural law, natural rights, divine right of kings, and social contract theory as examples of major political ideas pertaining to the origins of political authority.</p> <p>GOV.1B Identify the characteristics, including the number of rulers and the manner in which power is acquired, of classic forms of limited and unlimited government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.</p>	
Strand 1 - History	<p>SS.8.4A Analyze mercantilism, British economic policies after the French and Indian War, and colonists' responses to those policies as causes of the American Revolution.</p> <p>SS.8.4C Explain how declaring independence, writing the Articles of Confederation, the battles Lexington, Concord, Saratoga, and Yorktown, and signing the Treaty of Paris are significant events of the American Revolution.</p>		<p>WHS.8A Identify causes and evaluate effects of major political revolutions since the 17th century, including the English/Glorious (1688), American (1776), French (1789), and Russian (1918) revolutions.</p> <p>WHS.8B Summarize the ideas, major events, and lasting effects from the English, American, French, and Russian revolutions concerning limited government, republicanism, federalism, separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.</p> <p>WHS.8C Evaluate how and why the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world.</p>		<p>GOV.2A Analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those expressed in the political writings of Thomas Hobbes, John Locke, and Charles de Montesquieu.</p>	



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Strand 1 - History	<p>Ⓟ SS.8.4B Analyze the roles Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington played in the American Revolution.</p>				<p>GOV.2B Analyze the impact of John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison on the development of U.S. government.</p>	
Strand 1 - History	<p>Ⓟ SS.8.4D Analyze how compromise helped resolve issues including representation, slavery, foreign trade, presidential elections, and government power versus individual liberty during the Constitutional Convention of 1787 and describe the arguments for and against ratification.</p>					
Strand 1 - History	<p>Ⓟ SS.8.5A Explain major domestic issues (maintaining national security, creating a stable economic system, setting up a court system, and defining the authority of the federal government) faced by the leaders of the new government in the late 1790's and early 1800's and describe the solutions reached.</p>		<p>WHS.2A Using comparisons of ethnic conflicts, cultural conflicts, religious conflicts, and imperialism as possible examples, analyze the similarities between contemporary and historic events in selected world regions.</p>	<p>USH.6H Identify the origins of major domestic and foreign policy issues currently facing the United States.</p>		<p>Ⓟ ECO.20A Identify economic concepts in the U.S. Constitution including property rights and taxation.</p> <p>ECO.20B Analyze the impact of economic concepts in the U.S. Constitution on contemporary issues and policies.</p>
Strand 1 - History	<p>SS.8.5B Examine economic issues facing the leaders of the new republic and summarize opposing positions on protective tariffs, taxation, and the banking system.</p>					
Strand 1 - History	<p>Ⓟ SS.8.5E Trace the foreign policies of Presidents Washington through Monroe, and explain the impact of Washington's Farewell Address and the Monroe Doctrine.</p>					



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Strand 1 - History	SS.8.5D Explain the significance of the War of 1812 in relation to the continuing British threat in America.					
Strand 1 - History	SS.8.5C Explain the origin and trace the development of American political parties. SS.8.5F Analyze the importance of Andrew Jackson to the development of American political parties, including the beginning of the modern Democratic Party.			USH.4C Evaluate the extent to which Eugene Debs, H. Ross Perot, George Wallace, and Ralph Nader exemplify ways in which 20th century third-party candidates in Presidential elections influenced the electoral process.	GOV.3A Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy, including contacting public officials, lobbying, and directing public attention. GOV.3B Analyze the impact of historical and contemporary political change brought about by individuals, political parties, interest groups, or the media, past and present.	
Strand 1 - History	SS.8.5G Analyze the economic, social, political and geographic impact of federal and state Indian policies including the removal and resettlement of the Cherokee Indians [<i>Trail of Tears</i>] during the Jacksonian era.	WGS.2A Describe changes in the human and physical characteristics of a place over time, including key events that influenced the history of that place.				
Strand 1 - History	SS.8.6A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.					
Strand 1 - History	SS.8.6B Explain the economic, social, and political origins of the doctrine of Manifest Destiny. SS.8.6C Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.	WGS.2B Assess how people's changing perceptions of geographic features have led to changes in human societies, such land use, controlling the flow of waterways, and the ability to travel or communicate across long distances.				



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Strand 1 - History	SS.8.6E Using a map illustrating territorial acquisitions of the United States to 1853, identify areas that were acquired and the source and method of acquisition.					
Strand 1 - History	SS.8.6D Analyze opposing points of view and events that led to the Mexican War, and assess the results of this war on the United States and Mexico.					
Strand 1 - History	SS.8.7A Define tariff, and analyze the impact of tariff policies on the rise of sectionalism in the U.S. in the 1800s.					ECO.19C Analyze the economic, social, and political impact of business cycles on U.S. history, including the characteristics of the four phases of the business cycle.
Strand 1 - History	SS.8.7B Compare the effects of economic, social, and political factors on slaves and free blacks. SS.8.7C Analyze the impact of slavery on different sections of the United States in the eras preceding the Civil War.					
Strand 1 - History	Ⓢ SS.8.7D Compare the provisions and effects of congressional conflicts and compromises related to slavery and other issues in the years preceding the Civil War and examine the positions taken by John C. Calhoun, Henry Clay, and Daniel Webster as representative figures in these debates.				Ⓢ GOV.2C Using primary source historical documents analyze debates and compromises necessary to reach political decisions.	
Strand 1 - History	Ⓢ SS.8.8A Explain the importance of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee as political and military leaders during the Civil War.					



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Strand 1 - History	<p>Ⓟ SS.8.8B Summarize the impact of major turning points of the Civil War era including the firing on Fort Sumter, the announcement of the Emancipation Proclamation, the battles of Gettysburg/Vicksburg, Lee's surrender at Appomattox Court House, and the assassination of Lincoln.</p>					
Strand 1 - History	<p>SS.8.8C Analyze the impact of ideas about liberty, equality, union, and government as expressed by President Lincoln in his two inaugural addresses and in the Gettysburg Address.</p>					
Strand 1 - History	<p>Ⓟ SS.8.9A Analyze the economic, social, and political effects of the Civil War on the North and the South after the Civil War and evaluate political strategies and programs of the Radical Republicans in their efforts to form reconstructed state governments after the Civil War.</p>			<p>USH.7A Trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries including the 13th, 14th, and 15th amendments.</p> <p>USH.7B Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.</p> <p>USH.7C Evaluate government efforts including the Civil Rights Act of 1964 to achieve equality in the United States.</p> <p>Ⓟ USH.7D Identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.</p>		



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Strand 1 - History			WHS.3C Identify and analyze the decline in papal prestige and the power of nobles, the end of the Middle Ages, increased trade between the Middle East and Europe, and the furthered hostility among Muslims, Christians, and Jews as economic, social, and political consequences of the Crusades.			
Strand 1 - History			WHS.4A Identify urbanization, the invention of the printing press, abuses of the Roman Catholic Church, Humanism, and the growth of scientific thought as causes and defining characteristics of the European Renaissance and the Reformation eras.			
Strand 1 - History			WHS.4B Identify specific examples of artistic achievement, science discovery, literature development, reforms in the Catholic Church and changed social and economic structures as effects of the European Renaissance and Reformation eras.			
Strand 1 - History			WHS. 7A Using the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires as examples analyze the characteristics of major world empires. Ⓢ WHS.7B Analyze the economic, social, and political effects of imperialism on the imperial power and the societies dominated by imperial rule.	Ⓢ USH.3A Explain why significant events including the Spanish-American War and U.S. expansionist policy and individuals including Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt moved the United States into a position of a world power.		



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Strand 1 - History			<p>Ⓢ WHS.8D Summarize the significant events related to the spread and fall of communism, including the Bolshevik Revolution of 1917, the communist takeover of China, the Cold War, conflicts in Korea and Vietnam, the dissolution of the Soviet Union and end of the Cold War, and other worldwide political and economic effects.</p>	<p>Ⓢ USH.6D In the post WWII era, describe how the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift were representative of U.S. responses to Soviet aggression [exemplified by the formation of the “iron curtain” and the closing of Berlin and the building of the Berlin wall].</p> <p>Ⓢ USH.6G Analyze reasons why the West was “victorious” in the Cold War and how the end of the Cold War led to new challenges and changing relationships between and among nations (challenges of emerging nations, nuclear proliferation, reunification of Germany, war on terrorism, and so on).</p>		



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Strand 1 - History			<p>Ⓢ WHS.9A Identify and explain causes and effects of World Wars I and II, including the rise of nazism/ fascism in Germany, Italy, and Japan, the rise of communism in the Soviet Union, and the Cold War.</p>	<p>USH.3B Identify the reasons for U.S. involvement in World War I including unrestricted submarine warfare.</p> <p>USH.3C Analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J Pershing during World War I.</p> <p>Ⓢ USH.6B Analyze why fighting on multiple fronts, the battle of Midway, the invasion of Normandy, and the decision to use the first atomic bomb are considered major events of World War II and why the internment of Japanese-Americans and the Holocaust are considered major issues of World War II.</p> <p>Ⓢ USH.6E Analyze the conflicts in Korea and Vietnam and describe their domestic and international effects.</p>		
Strand 1 - History			<p>WHS.9B Analyze the nature of totalitarian [Communist and Fascist] regimes in China, Nazi Germany, and the Soviet Union.</p>	<p>Ⓢ USH.6A Identify how the growth of dictatorships, the failure of appeasement, and the Japanese attack on Pearl Harbor contributed to U.S. involvement in World War II.</p>		
Strand 1 - History			<p>WHS.10A Analyze how Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson are examples of significant individuals influencing 20th century political events.</p>	<p>Ⓢ USH.3D Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.</p> <p>USH.6C Explain the significant roles played by select political and military leaders during World War II (including Allied and Axis political leaders; and select military leaders - Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton).</p>		



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Strand 1 - History			WHS.10B Analyze the roles of Mohandas Gandhi, Pope John Paul II, Mother Theresa, and Desmond Tutu as significant 20th century social and/or religious leaders.	Ⓢ USH.4A Evaluate the impact of progressive reforms including initiative, referendum, recall, and passage of the 16th and 17th amendments. USH.4B Evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B DuBois, and Robert LaFollette on American society.		Ⓢ ECO.19A Analyze the importance of various economic philosophers and their contributions to modern economic thought such as John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise system. ECO.19D Identify the contributions of entrepreneurs, past and present, to the U.S. economy such as Mary Kay Ash, Andrew Carnegie, and Bill Gates.
Strand 1 - History				Ⓢ USH.5A Analyze the causes and effects of the 1920s public debates over social issues such as immigration, the Red Scare, Prohibition, the role of women, evolution, and the importance of changing technology.		
Strand 1 - History				USH.5B Analyze how Clarence Darrow, William Jennings Bryan, Henry Ford and Charles A. Lindbergh had an impact on American society in the 1920s.		
Strand 1 - History				USH.6F Describe how the GI Bill, the election of 1948, McCarthyism, and the launch of Sputnik I affected America in the 1950s.	Ⓢ GOV.18B Analyze economic, social, and political changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration.	
2. Geography Strand: People, Places, and Environments						
Strand 2 - Geography	SS.8.10A Create thematic maps, graphs, charts, models, and databases using data from eras and aspects of US history.	WGS.7A Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies, predict future growth trends, and future public needs based on those trends.	WHS.11A Create thematic maps, graphs, charts, models, and databases representing various aspects of world history, including free hand sketch maps, double and triple bar and line graphs, graphic organizers such as webs, and computer databases of information collected from multiple sources.	USH.8A Create thematic maps, graphs, charts, models, and databases using data from eras and aspects of U.S. history.		



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Strand 2 - Geography	<p>SS.8.10B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in the United States.</p>	<p>WGS.6A Using maps, graphics, and other data, locate settlements and describe patterns of settlement, including the size and distribution of cities, in a given region.</p>	<p>WHS.11B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in world history.</p>	<p>USH.8B Interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in the United States.</p>		
Strand 2 - Geography	<p>SS.8.11A Locate places and regions of importance in the United States during the 18th and 19th centuries.</p> <p>SS.8.11B Compare places and regions of the United States in terms of physical and human characteristics.</p>	<p>WGS.3B Describe the physical environment of a given region and determine how weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes have contributed to forming this physical environment.</p> <p>WGS.6B Explain how location along transportation routes and near water supplies, availability of resources, economic activities, and continued access to other cities and resources are factors contributing to the growth of cities.</p> <p>WGS.9B Identify and describe the differences among formal, functional, and perceptual regions as well as difficulties in determining boundaries for these regions.</p>	<p>WHS.12A Locate the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys as examples of places and regions of historical significance and describe the physical and human characteristics of these places which influenced the settlement and development of early urbanized groups.</p>	<p>USH.9B Identify and explain the reasons for the changes in political boundaries resulting from the creation of new political entities (states) and international conflicts, such as the creation of new countries after WWI, the creation of the state of Israel after WWII, the divisions of India and Pakistan, the creation of Northern Ireland, and so on.</p>		<p>ECO.12B Analyze the locations of resources used in the production of an economic good and evaluate the significance of the locations for producers, consumers, and society at large.</p>
Strand 2 - Geography	<p>SS.8.11C Analyze the effects of physical and human geographic factors on major historical events and contemporary events in the United States.</p>	<p>WGS.7B Explain how economic, social, and political push/pull factors contribute to human migration patterns and analyze how physical geography affects the routes, flows, and destinations of migration.</p> <p>WGS.8A Explain how economic development, urbanization, population growth, and environmental change are shaped by human-environment interactions.</p>	<p>WHS.12B Analyze the effects of physical and human geographic factors on major events in world history such as the effects of the opening of the Suez Canal on world trade patterns, the Panama Canal, and the development of the Silk Road.</p> <p>WHS.12C Interpret historical and contemporary maps to identify and explain geographic factors such as control of the Straits of Hormuz, oil reserves in the Middle East, the Silk Road, the Panama Canal, and the Suez Canal, that have influenced people and events in the past.</p>	<p>USH.9A Analyze the effects of physical and human geographic factors on major events in U.S. history since 1876 including the building of the Panama Canal.</p> <p>USH.11B Trace how the establishment of the National Park Service, efforts of private non-profits, and other factors contribute to the development of the conservation movement.</p>	<p>GOV.4A Using Cuba, Taiwan, and other examples analyze how the location and geographic characteristics of selected places or regions has political significance to the United States.</p> <p>GOV.4B Using oil fields in the Middle East as one example, analyze how the location and geographic characteristics of selected places and regions can impact the United States economically.</p>	<p>ECO.12A Describe the economic, social, and political effects the unequal distribution of economic factors of production has on a country, region, or the world, such as conflict or the development of trading networks.</p> <p>ECO.13C Analyze the economic, social, and political impact of U.S. imports and exports on the United States and its trading partners.</p>



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Strand 2 - Geography	<p>Ⓟ SS.8.12A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.</p>	<p>WGS.8D Analyze statistical and other data to make inferences about the effect of physical factors and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.</p> <p>Ⓟ WGS.7B Explain how economic, social, and political push/pull factors contribute to human migration patterns and analyze how physical geography affects the routes, flows, and destinations of migration.</p>		<p>Ⓟ USH.10A Analyze the effects of changing demographic patterns resulting from migration within the United States such as 19th century westward expansion, the Great Migration of African-Americans north to urban centers in the 20th century, migrations resulting from the Depression/Dust Bowl, post WWII migrations to suburbs, rust belt to sun belt migrations in the late 20th century.</p> <p>Ⓟ USH.10B Analyze the effects of changing demographic patterns resulting from immigration to the United States such as the changes included in major immigrant waves during the late 19th and early 20th century, immigration concentrations during the Irish potato famine, immigrations from neighboring countries such as Mexico, boat people from SE Asia, and so on.</p> <p>USH.11A Identify the effects of population growth and distribution and predict future effects on the physical environment such as pollution, over-crowding, second language learners, and so on.</p>	<p>GOV.5A Analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region.</p> <p>GOV.5B Analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.</p>	<p>Ⓟ ECO.14A Compare the effects of free trade and trade barriers on economic activities.</p> <p>ECO.14B Evaluate the benefits and costs of participation in international free-trade agreements, such as bilateral and multinational agreements.</p>
Strand 2 - Geography	<p>SS.8.12B Describe the consequences of human modification of the physical environment of the United States.</p> <p>SS.8.12C Describe how different immigrant groups interacted with the environment during the 18th and 19th centuries.</p>	<p>Ⓟ WGS.8B Compare ways in which humans from various places, cultures, and levels of technological development depend on, adapt to, and modify their physical environment.</p>				



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Strand 2 - Geography		WGS.3A Attribute occurrences of weather phenomena and climate to annual changes in earth-sun relationships.				
Strand 2 - Geography		WGS.3B Describe the physical environment of a given region and determine how weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes have contributed to forming this physical environment.				
Strand 2 - Geography		WGS.4A Using elevation, latitude, ocean currents, position within a continent, and mountain barriers as factors influencing climate, explain the identification, location and classification of differing climate zones.				
Strand 2 - Geography		WGS.4A Using elevation, latitude, ocean currents, position within a continent, and mountain barriers as factors influencing climate, explain the identification, location and classification of differing climate zones.				
Strand 2 - Geography		WGS.4B Relate physical processes, such as earthquakes, tsunamis, volcanoes, erosion, and weathering, to the development of distinctive landforms.				
Strand 2 - Geography		WGS.4C Explain how climate, vegetation, soil, and geology affect the distribution of plants and animals in select world regions.				
Strand 2 - Geography		Ⓢ WGS.5A Analyze causal relationships between the culture of a given place or region and its economic, social, and political characteristics.				



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Strand 2 - Geography		<p>Ⓟ WGS.5B Using literacy rates, birth rates, per capita income, GDP/GNP, provision of public services, and infrastructure as possible indicators, analyze economic, social, political, and demographic data to determine the level of development and standard of living in nations.</p>				<p>Ⓟ ECO.22A Describe the level of economic development of selected nations, and analyze why certain economic, social, and political characteristics are generally associated with level of development and per capita income.</p>
Strand 2 - Geography		<p>WGS.7C Describe trends in past world population growth and distribution including the growth of large cities and the development of suburbs.</p> <p>WGS.7D Develop and defend hypotheses on population patterns for the future.</p>				
Strand 2 - Geography		<p>WGS.8C Identify El Niño, floods, droughts, and hurricanes as examples of abnormal and/or hazardous environmental conditions and analyze the impact of these occurrences on people and places.</p>				
Strand 2 - Geography		<p>WGS.9A Identify types of soils, climate, vegetation, language, trade networks, river systems, and religion as examples of some of the unique physical and human factors that constitute a region.</p>				
Strand 2 - Geography						<p>ECO.13A Explain the concepts of absolute and comparative advantages.</p> <p>ECO.13B Apply the concept of comparative advantage to explain and illustrate why and how countries trade.</p>
Strand 2 - Geography						<p>ECO.13D Analyze changes in exchange rates of world currencies and the effects on the balance of trade.</p>



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
3. Economics Strand: Production, Distribution, and Consumption						
Strand 3 - Economics	<p>SS.8.13A Examine major economic resources and industries to Identify economic differences among various regions of the United States.</p> <p>Ⓢ SS.8.13C Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p>	<p>WGS.11A Create and interpret maps to locate different types of economic activities.</p> <p>WGS.11B Identify factors affecting the location of different types of economic activities.</p> <p>WGS.12B Analyze how the creation and distribution of resources affects the location and movement of goods, services, capital, and people.</p>				
Strand 3 - Economics	<p>SS.8.13B Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.</p>	<p>Ⓢ WGS.12A Compare global trade patterns at different periods of time such as those created by the Silk Route, the Columbian Exchange, NAFTA, or the EU, and develop hypotheses to explain changes that have occurred in world trade including evaluation of the implications of these changes.</p>		<p>Ⓢ USH.13A Analyze the causes and effects of economic growth and prosperity in the 1920s.</p> <p>Ⓢ USH.13B Analyze the significance of the decline in world trade, stock market crash, and bank failures as causes of the Great Depression.</p> <p>Ⓢ USH.13C Analyze the economic, social, and political effects of the Great Depression on individuals, the U.S. economy and on the government.</p>		
Strand 3 - Economics	<p>SS.8.14A Analyze the War of 1812 as a cause of economic changes in the nation.</p> <p>SS.8.14B Identify the economic factors that brought about rapid industrialization and urbanization.</p>			<p>USH.12E Describe the economic impact of the Spanish-American War and World War I on the U. S.</p> <p>USH.14A Evaluate the extent to which rationing, women in the workforce, and ending the Great Depression are examples of ways in which World War II had an economic impact on the U.S. home front.</p>		



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 3 - Economics	<p>SS.8.15A Give reasons for the development of the free enterprise system in the Young Nation period.</p> <p>SS.8.15B Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.</p>	<p>WGS.10A Describe the characteristics of traditional, command, and market economies.</p> <p>WGS.10B Using specific countries or groups as examples, explain how traditional, command, and market economies operate.</p>	<p>WHS.14A Identify the historic origins of the economic systems of capitalism and socialism, and compare how each system answers the basic economic questions.</p> <p>WHS.14B Identify the roles of Marx and Engels on the historic origins of the political and economic system of communism/socialism.</p>	<p>USH.12B Compare the purpose of the Interstate Commerce Commission with its actions and performance over time.</p> <p>USH.12C Describe the impact of the Sherman Antitrust Act on [big] business</p> <p>USH.13D Evaluate the effectiveness of New Deal measures in ending the Great Depression.</p> <p>USH.13E Analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.</p> <p>USH.14E Describe the dynamic relationship between U.S. international trade policies and the U.S free enterprise system, by identifying key concepts of the U.S. free enterprise system and describing how tariffs and trade agreements such as NAFTA and GATT relate to free enterprise.</p>	<p>GOV.6A Analyze government policies that influence the economy at the local, state, and national levels.</p> <p>GOV.6B Identify the sources of revenue including income taxes, social security, and Medicare, and expenditures of the U.S. government including defense, social security, and Medicare/Medicaid, and analyze their impact on the U.S. economy.</p> <p>GOV.6C Compare and contrast the role and impact of government in the U.S. free enterprise system and other economic systems.</p> <p>GOV.7A Explain the effects of international trade on U.S. economic and political policies.</p>	<p>ECO.4A Explain the basic principles of the U.S. free enterprise system including profit motive/economic incentives, economic freedom, voluntary exchanges between buyers and sellers, private property rights of factors of production and products, and competition.</p> <p>ECO.4B Explain the benefits of the U.S. free enterprise system including individual economic freedom for consumers and producers, variety and quality of goods, responsive prices, and investment opportunities.</p> <p>ECO.7A Identify factors of production, consumer preference, and speculation as possible determinants that create change in supply, demand, and price.</p> <p>ECO.10A Explain the characteristics, give examples of, and evaluate the economic, social, and political strengths and weaknesses of traditional, command, and market economic systems.</p> <p>ECO.10B Compare the U.S. free enterprise system with other economic systems, and explain the distinction between the U.S. free enterprise system and a pure market economy.</p>



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 3 - Economics		<p>Ⓟ WGS.10C Compare subsistence agriculture versus market-oriented agriculture, or cottage industries versus commercial industries as examples of ways people organize the production of goods and services to satisfy basic needs and wants.</p>	<p>WHS.13A Identify the growth of complex societies, permanent settlements, domestication of animals, specialization of labor, and the development of trade centers and networks as important changes in human life caused by the Neolithic agricultural revolution.</p> <p>WHS.13B Explain economic, social, and geographic factors that led to the development of the first civilizations.</p>			
Strand 3 - Economics		<p>WGS.11C Using examples like invention of the steam engine, construction of the Chunnel or the communication revolution, describe how changes in technology, transportation, and communication affect the location and patterns of economic activity.</p>				
Strand 3 - Economics		<p>WGS.12C Evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.</p>		<p>USH.12A Compare/contrast the concept of private property rights as held by Native Americans and the United States Government and analyze the impact of these ideas on the settlement of the Great Plains.</p>		
Strand 3 - Economics			<p>Ⓟ WHS.14C Compare the relationships between and among contemporary countries with differing economic systems by compiling measures of economic development such as purchasing power, literacy rates, birth rates, death rates, per capita income, and GDP/GNP.</p>			
Strand 3 - Economics				<p>USH.12D Analyze the effects of economic policies on US Diplomacy including the Open Door Policy and Dollar Diplomacy from 1870 to 1920.</p>	<p>GOV.7B Explain the government's role in setting or influencing international trade policies.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 3 - Economics				<p>USH.14B Identify the causes and effects of [economic] prosperity in the 1950s.</p> <p>USH.14C Analyze the impact of the Cold War on the business cycle and defense spending.</p> <p>USH.14D Identify actions of government and the private sector to expand economic opportunities to all citizens, using real-life examples from the post-WWII America.</p>		
Strand 3 - Economics						<p>Ⓟ ECO.5A Explain why scarcity and choice are basic problems of economics and why both concepts are central to the study of economics.</p> <p>ECO.5B Create and interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity.</p>
Strand 3 - Economics						<p>Ⓟ ECO.6A Interpret and explain a circular-flow model of the economy and provide real-world examples to illustrate elements of the model.</p> <p>ECO.6B Explain how government actions affect the circular-flow model.</p>
Strand 3 - Economics						<p>Ⓟ ECO.7B Using supply-and-demand schedules interpret a supply-and-demand graph to explain how market price and quantity are determined.</p>



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 3 - Economics						<p>ECO.8A Explain the functions of financial institutions, such as lending, investing, saving, and conducting financial transactions, and how the role of financial institutions has changed over time.</p> <p>ECO.8B Analyze how financial institutions affect households and businesses.</p>
Strand 3 - Economics						<p>ECO.9A Explain the characteristics of sole proprietorships, partnerships, and corporations differentiating between their ownership structures.</p> <p>ECO.9B Analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.</p>
Strand 3 - Economics						<p>ECO.9C Describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly with emphasis on the degree of competition firms within that industry face.</p>
Strand 3 - Economics						<p>ECO.11A Analyze budgeting, credit, interest and interest rates, insurance, and comparison-shopping as possible factors involved in the process of acquiring consumer goods and services.</p>
Strand 3 - Economics						<p>ECO.11B Compare different means by which savings can be invested and the risks and rewards each poses to the consumer.</p>
Strand 3 - Economics						<p>ECO.11C Analyze the economic impact of investing in the stock and bond markets, including the investing decisions of consumers.</p>



**Social Studies - Grade 8, World Geography, World History, US History, Government, and Economics
Vertical Alignment Matrix**

Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
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4. Government Strand: Power, Governance, and Authority						
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Strand 4 - Government	<p>Ⓟ SS.8.16A Summarize key ideas in the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers, and describe the influence these writings had on the development of government in the United States.</p>		<p>WHS.15A Analyze the impact of historic parliamentary and constitutional systems of government on significant world and U.S. political developments.</p> <p>WHS.16A Use an annotated timeline or other graphic to trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing throughout the Enlightenment.</p> <p>WHS.16B Using text from Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's <i>Two Treatises of Government</i>, and the Declaration of Independence analyze the impact of these documents on political and legal ideas, particularly in democratic-republican governments like the United States.</p>		<p>GOV.8C Analyze how the Federalist Papers explain the principles of the American constitutional system of government including the necessity a strong central government.</p> <p>Ⓟ GOV.13A Compare the U.S. system of government with other political systems including communism, socialism, dictatorships, and parliamentary democracies.</p>	
Strand 4 - Government	<p>SS.8.16B Summarize the strengths and weaknesses of the Articles of Confederation, and cite how these factors led to the writing of the U.S. Constitution.</p>				<p>GOV.10A Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system, including the need for a strong central government, the ability to raise and maintain military forces, the establishment of a single monetary system, and the preservation of state level decision making.</p> <p>GOV.13B Analyze the advantages and disadvantages of federal, confederate, and unitary systems of government for citizens and government officials.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government	<p>SS.8.16C Identify the colonial grievances listed in the Declaration of Independence, and explain how the grievances were addressed in the U.S. Constitution and Bill of Rights.</p> <p>SS.8.16D Analyze how the Constitution and Bill of Rights reflect the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	<p>WGS.13A Construct maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries.</p> <p>WGS.13B Compare political and special purpose maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p> <p>WGS.14A Analyze world current events to infer how physical and human factors affect the formation of boundaries and other political divisions.</p> <p>WGS.14B Explain how creating congressional voting districts, establishing free trade zones, or conducting wars of territorial expansion are examples of conflict and/or cooperation to determine control of Earth's surface.</p> <p>WGS.14C Using Iraq, Israel, Japan, the United Kingdom and other examples, analyze how geographic factors affect a nation's ability to control its own territory and resources and influence the nature of its relationships with other countries.</p>	<p>WHS.15B Define and give examples of different political systems, past and present, including monarchies, theocracies, feudalism, democracy, republics, constitutional monarchies, and dictatorships.</p> <p>WHS.15C Explain the impact of American political ideas on significant world political developments, including the influence of the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights found in the U.S. Constitution.</p> <p>WHS.15D Apply knowledge of historic and contemporary political systems to make decisions about contemporary issues and events, to categorize political systems, and to assess the relationship between political decisions and political systems.</p>	<p>USH.16A Evaluate the impact of events including the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government.</p> <p>USH.16B Evaluate the impact of events including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices on the relationships among the legislative, executive, and judicial branches.</p> <p>USH.15D Examine current events and contemporary legislation to predict the possible impact of legislation on the role of federal and/or state government.</p>	<p>GOV.8A Explain the importance of a written constitution, including provisions for individual rights, limited government, checks and balances, and popular sovereignty.</p> <p>GOV.8B Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution including the formation of a more perfect union, the establishment of justice, providing for the common defense, promoting the general welfare, and securing the blessings of liberty.</p> <p>GOV.8D Evaluate U.S. constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>GOV.8F Analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.</p> <p>GOV.9E Explain how the impeachment powers of Congress, veto power of the president, and provisions on which judicial review is based illustrate provisions of the U.S. Constitution that provide for checks and balances among the three branches of government.</p>	
Strand 4 - Government	<p>SS.8.17A Summarize why and how the U.S. Constitution is amended.</p>				<p>GOV.8E Analyze the formal and informal processes by which the U.S. Constitution can be changed and evaluate their effectiveness.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government	<p>Ⓟ SS.8.17B Describe ways the 13th, 14th, and 15th Amendments have changed life in the United States.</p>			<p>Ⓟ USH.17B Analyze reasons for the adoption of key constitutional amendments including the 13th, 14th, 15th Amendments from Reconstruction and other 20th century amendments by summarizing the main idea of the amendment and stating why the amendment was proposed and ratified.</p>	<p>GOV.18C Describe an example of a government policy that has affected a particular racial, ethnic, or religious group, and evaluate the economic, social, and political effects of that policy on various segments of American society.</p>	
Strand 4 - Government	<p>Ⓟ SS.8.17C Identify the origin of judicial review, and analyze examples of congressional and presidential responses to that process.</p> <p>SS.8.19A Summarize the issues, decisions, and significance of landmark Supreme Court cases including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i> and <i>Gibbons v. Ogden</i>.</p> <p>SS.8.19B Evaluate the impact of selected landmark Supreme Court decisions including <i>Dred Scott v. Sanford</i> on life in the United States.</p>			<p>Ⓟ USH.17A Analyze the effects of <i>Brown v Board of Education</i>, <i>Miranda v Arizona</i>, <i>Gideon v Wainwright</i>, <i>Roe v Wade</i>, <i>Regents of the University of California v Bakke</i>, <i>U.S. v The New York Times</i>, and <i>Engel v Vitale</i> as examples of landmark 20th century Supreme Court cases.</p>	<p>Ⓟ GOV.9C Analyze the structure and functions of the judicial branch of government, including the impact of Supreme Court decisions, the federal court system, and types of jurisdiction.</p> <p>GOV.9F Analyze selected issues raised by judicial activism and judicial restraint such as the ability for courts to set policy and allowing the constitution to be adapted to accompany changes in public opinion or technology.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government	<p>Ⓢ SS.8.18A Analyze the points of view held by the Federalists and the Anti-Federalists and categorize the positions held by Alexander Hamilton, Patrick Henry, James Madison, and George Mason as representative of these two opposing factions.</p>				<p>GOV.12A Identify the functions of political parties, including the nomination of candidates, informing, and mobilizing voters.</p> <p>GOV.12B Analyze the two-party system and evaluate the role of third parties in the United States.</p> <p>GOV.12C Analyze the role of political parties in the electoral processes at local, state, and national levels.</p> <p>GOV.12D Identify opportunities for citizens to participate in political party activities at local, state, and national levels such as volunteering as a campaign worker.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government	<p>Ⓟ SS.8.18B Describe the issues resulting from the doctrine of states' rights, and tell how the Nullification Crisis and the Civil War are examples of conflicts arising in part from this doctrine.</p>			<p>USH.15A Evaluate the impact of the New Deal legislation on the historical roles of state and federal government.</p> <p>USH.15B Explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government.</p> <p>USH.15C Evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government.</p>	<p>GOV.9G Explain the major responsibilities of the federal government in setting domestic and foreign policy, including the development of an annual budget and the execution or enforcement of these policies.</p> <p>GOV.10B Categorize government powers as national, state, or shared/concurrent.</p> <p>GOV.10C Analyze the establishment of a national bank, the Nullification Crisis, the slavery debate, civil rights, or abortion rights as examples of historical conflicts over the respective roles of national and state governments.</p> <p>GOV.10D Evaluate the limits on the national and state governments in the U.S. federal system of government such as the sole authority of the states to conduct elections and the sole authority of the federal government to coin money.</p>	<p>Ⓟ ECO.15A Describe the role of government in the U.S. free enterprise system.</p> <p>ECO.15B Evaluate government rules and regulations in the U.S. free enterprise system, including the intentions and effects of those rules.</p> <p>ECO.16A Describe economic growth, stability, full employment, freedom, security, equity, and efficiency as goals of U.S. economic policy.</p> <p>ECO.16B Analyze how economic growth, stability, and full employment are measured.</p> <p>Ⓟ ECO.17A Identify income, property, sales, and excise and other taxable revenue sources as examples of taxes at the local, state, and national levels and describe the economic importance of each.</p> <p>ECO.17C Analyze the impact of fiscal policy decisions on the economy.</p>
Strand 4 - Government					<p>GOV.11A Compare and contrast different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels.</p> <p>GOV.13C Analyze advantages and disadvantages of presidential and parliamentary systems of government from the perspectives of both citizens and public officials.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government					<p>GOV.9A Analyze the structure and functions of the legislative branch of American government, including the bicameral structure of Congress, the role of committees, the procedure for enacting laws, and the leadership structure of each house.</p>	
Strand 4 - Government					<p>GOV.9B Analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments, as a national and a world leader.</p>	
Strand 4 - Government					<p>GOV.9D Analyze the structure and functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission.</p>	
Strand 4 - Government					<p>GOV.9H Compare and contrast the structure and functions of the Texas state government to the federal system including the Texas constitution, branches of government, and major expenditures.</p>	
Strand 4 - Government					<p>GOV.9I Analyze the structure and functions of local government such as the mayor-council system, and the provision of police or fire protection.</p>	
Strand 4 - Government					<p>GOV.11B Analyze and evaluate the process of electing the President of the United States, including the electoral college system.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 4 - Government						<p>Ⓢ ECO.17B Analyze income taxes, corporate income taxes, social security, Medicare, Medicaid, and national defense as examples of revenues and expenditures in the U.S. federal budget.</p>
Strand 4 - Government						<p>ECO.18A Explain the structure of the Federal Reserve System and how the Federal Reserve functions as the nation's central bank.</p>
Strand 4 - Government						<p>Ⓢ ECO.18B Analyze how the three basic tools, open-market operations, the discount rate, and reserve requirements, are used to implement U.S. monetary policy.</p>
5. Citizenship: Civic Ideals and Practices						
Strand 5 - Citizenship	<p>SS.8.20A Define and give examples of unalienable rights.</p> <p>Ⓢ SS.8.20B Summarize rights guaranteed in the Bill of Rights.</p>		<p>WHS.17B Compare and contrast the different roles of citizens and non-citizens in historical cultures including ancient Greece and Rome, ancient China/India, medieval Europe, and the Persian empire, especially as the roles pertain to civic participation.</p>	<p>USH.18A Identify lobbying, protesting, court decisions and amendments to the U.S. Constitution as methods of influencing public policy and analyze the effectiveness of these means toward expanding the right to participate in the democratic process.</p>	<p>GOV.14A Explain how the rule of law and limited government ensure the protection of civil rights and liberties.</p> <p>Ⓢ GOV.14B Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms and protections of speech, press, assembly, and petition.</p>	



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 5 - Citizenship	<p>SS.8.20C Explain how accepting responsibility for one’s behavior and supporting one’s family are important examples of personal responsibilities.</p> <p>SS.8.20D Identify obeying rules and laws, voting, and serving on juries as examples of responsible citizenship.</p>				<p>GOV.15A Explain the difference between personal and civic responsibilities.</p> <p>GOV.15B Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good, such as payment of taxes.</p> <p>GOV.15C Evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good.</p>	<p>ECO.1A Analyze the economic rights and responsibilities of individuals as consumers, such as the right to decide what to purchase and the responsibility to make informed purchases.</p> <p>ECO.1B Analyze the consequences of an economic decision made by an individual consumer, such as the decisions to invest or not and decisions to make a purchases or not.</p> <p>ECO.2A Analyze the economic rights and responsibilities of businesses, such as the right to decide what to produce and the responsibility to not misrepresent the quality or safety of their goods/services.</p> <p>ECO.2B Analyze how types of economic decisions to increase/decrease production, increase prices, invest in research and product development affect a business.</p> <p>ECO.2C Analyze the ethics policy of a selected business.</p> <p>ECO.3A Analyze an example of the responsible purchase, use, or disposal of personal and business property.</p>



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 5 - Citizenship	<p>SS.8.20F Explain how the rights and responsibilities of U.S. citizens reflect our national identity.</p>	<p>WGS.15B Explain how cultural beliefs can influence citizenship practices, public policies, and decision making in a given region.</p>	<p>Ⓟ WHS.18A Trace the historical development of the rule of law and rights and responsibilities of citizenship, beginning in the ancient worlds of Greece and Rome and continuing to the beginning of the first modern constitutional republics.</p> <p>WHS.18B Summarize the influence of ideas concerning rights and responsibilities of citizenship that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law.</p> <p>WHS.18D Assess the degree to which human rights and democratic ideals and practices have been advanced by national and multinational efforts throughout the world during the 20th century.</p>	<p>USH.18B Evaluate the effectiveness of the 19th, 24th, 26th and other amendments toward achieving equality of political rights for all citizens.</p> <p>USH.18C Describe how voting and other examples of participatory citizenship reflect our rights and responsibilities as citizens in a democracy.</p>	<p>GOV.14C Analyze issues addressed in the majority and dissenting opinions of selected cases such as Engel v Vitale, Miranda v Arizona, and Schenck v U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution.</p> <p>GOV.14D Analyze the role of each branch of government in protecting the rights of individuals.</p> <p>GOV.14E Explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government as expressed in various interpretations of the 5th and 14th amendments.</p> <p>Ⓟ GOV.14F Analyze the impact of the incorporation doctrine of the 14th amendment, which extends the due process guarantee of the 5th amendment, and the Bill of Rights on individual rights, federalism, and majority rule.</p>	
Strand 5 - Citizenship	<p>SS.8.20E Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.</p>					



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 5 - Citizenship	<p>SS.8.21A Explain how William Penn and others contributed to the development of self-government in colonial America.</p> <p>SS.8.21B Using identified attributes of civic virtue, evaluate the contributions of the Founding Fathers as models of this concept.</p> <p>SS.8.23B Describe the contributions of Frederick Douglass, Elizabeth Cady Stanton, and Harriet Tubman as examples of significant leaders for social change and John Paul Jones as a military leader.</p>			<p>USH.19A Describe qualities that determine an effective leader in a democratic society.</p> <p>USH.19B Use [established] criteria to evaluate the contributions and leadership qualities of significant economic, social, and political leaders of the United States from different eras such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt.</p> <p>USH.19C Use [established] criteria to evaluate the contributions and leadership qualities of Texans who served as President of the U.S.</p>		
Strand 5 - Citizenship	<p>SS.8.21C Analyze the reasons for and impact of colonial protests to British policy during the Colonial period or Thoreau's refusal to pay taxes in the 19th century as examples of civil disobedience in American history.</p>		<p>Ⓢ WHS.18C Identify real-world violations of basic human rights, the institution of slavery, the Holocaust, other cases of genocide and political mass-murders (Cambodia, China, Soviet Union), and specific current events as examples of economic, social, and political oppression in various eras of world history.</p>			
Strand 5 - Citizenship	<p>SS.8.22A Summarize different points of view held by political parties or special interest groups on historical and contemporary economic, social, and political issues.</p>	<p>WGS.15A Identify environmentalist, industrialist, religious, humanitarian as examples of points of view that have the potential to influence the development of public policies and give specific examples of this type of decision-making at the local, state, national, and international levels.</p> <p>WGS.15C Compare different points of view on geographic issues in a given region and among regions.</p>			<p>Ⓢ GOV.17A Analyze different points of view expressed by political parties and interest groups on important contemporary issues.</p> <p>GOV.17C Express and defend a point of view on an issue of contemporary interest to a national audience and can be addressed by public policy in the United States.</p>	



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Strand 5 - Citizenship	<p>Ⓟ SS.8.22B Describe the importance of free speech and press in a democratic society, and cite reasons for limits on those freedoms.</p>				<p>Ⓟ GOV.17B Analyze the importance of free speech and press in a democratic society and the limitations that have been placed on these rights through various Supreme Court decisions.</p>	
Strand 5 - Citizenship	<p>SS.8.22C Summarize compromises arising from the Constitutional Convention and 19th century conflicts related to slavery that resulted in peaceful resolution.</p>		<p>WHS.17A Evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies.</p>		<p>GOV.16A Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels, including voting, donating money to political campaigns, volunteering for campaign work, and political protest.</p> <p>Ⓟ GOV.16B Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity, including the women's rights movement, the civil rights movement, and the temperance movement.</p>	
Strand 5 - Citizenship	<p>SS.8.23A Analyze the leadership qualities exemplified by Abraham Lincoln, John Marshall, Thomas Jefferson, George Washington, James Monroe as examples of significant elected and/or appointed officials.</p>			<p>USH.19A Describe qualities that determine an effective leader in a democratic society.</p> <p>USH.19B Use [established] criteria to evaluate the contributions and leadership qualities of significant economic, social, and political leaders of the United States from different eras such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt.</p> <p>USH.19C Use [established] criteria to evaluate the contributions and leadership qualities of Texans who served as President of the U.S.</p>	<p>GOV.16D Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.</p>	



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Strand 5 - Citizenship					GOV.15D Analyze the consequences of political decisions and actions such as taxation, social welfare programs, military action, and trade policy on society.	ECO.2D Identify and evaluate ordinances and regulations that apply to the establishment of various types of businesses including corporations, partnerships, and family owned businesses. ECO.3B Identify and evaluate examples of restrictions that the government places on the use of business and individual property.
Strand 5 - Citizenship					GOV.16C Analyze the factors that influence an individual's political attitudes and actions including the components of political socialization and political efficacy.	
6. Culture Strand: Culture; Individual Development and Identity; Individuals, Groups, and Institutions						
Strand 6 - Culture	SS.8.24A Examine reasons for immigration and the settlement patterns of various racial, ethnic, and religious groups in the 18 th and 19 th centuries, and conflicts that arose from those patterns.	WGS.18A Evaluate the impact of migration, war, trade, independent inventions, and diffusion of ideas and motivations on economic, social/cultural, and political change.		USH.21B Explain efforts made to assimilate immigrants into American culture.		
Strand 6 - Culture	SS.8.24B Explain how urbanization led to increasing conflicts resulting from differences in religion, social class, and political beliefs. SS.8.24C Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.	WGS.16B Compare and contrast ways in which various groups of people view cultures, places, and regions differently, such as differing views of Israel, Islam, or American culture.				



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Strand 6 - Culture	<p>SS.8.24D Analyze the economic, social, and political contributions of people of various racial, ethnic, and religious groups to American society.</p> <p>SS.8.24E Analyze the economic, social, and political contributions of women to American society.</p>	<p>WGS.17B Examine selected cultural regions of the world to compare the degree of economic opportunities in different cultures for women and religious minorities.</p>	<p>WHS.21A Analyze the specific roles of women, children, and families in different historical cultures.</p> <p>WHS.21B Describe the economic, social/cultural, and political influence of women in different historical cultures including selected artists, writers, scientists, humanitarians, activists, or political and/or religious leaders.</p>	<p>USH.21C Analyze how the contributions of various racial, ethnic, and other culture groups have helped to shape the national identity.</p> <p>USH.21D Identify the economic, social, and political contributions of women to American society in various eras of American history.</p>		
Strand 6 - Culture	<p>SS.8.25A Describe the historical development of the abolitionist movement including issues and significant leaders of the movement.</p> <p>SS.8.25B Identify the leaders and issues and evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.</p>			<p>USH.21A Explain actions taken by racial, ethnic, and other culture groups in various eras of American history to expand their economic opportunities and political rights in American society.</p>	<p>GOV.18A Evaluate the economic, social, and political components of a political policy or decision in the United States that was a result of changes in American culture.</p>	
Strand 6 - Culture	<p>SS.8.26B Describe religious influences on immigration in the Colonial period, including examples of religious intolerance and the impact of the first and second Great Awakenings.</p>		<p>WHS.19A Compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.</p> <p>WHS.22A Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India, as well as those that originated in Southwest Asia/Fertile Crescent, and Egypt/North Africa.</p> <p>WHS.22B Summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome.</p>			



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Strand 6 - Culture	<p>SS.8.26A Trace the development of religious freedom in the United States.</p> <p>SS.8.26C Analyze the impact of the first amendment guarantees of religious freedom on the American way of life.</p>		<p>WHS.22C Analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.</p>			
Strand 6 - Culture	<p>SS.8.27A Describe developments in art, music, literature, drama, and other cultural activities in the history of the United States.</p> <p>SS.8.27B Analyze the relationship between fine arts and continuity and change in the American way of life.</p> <p>SS.8.27C Identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p>		<p>WHS.20A Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures such as the Egyptian pyramids, Greek and Roman classical art/architecture, Renaissance art, and Islamic art and architecture.</p> <p>WHS.20B Analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced such as struggles for identity, freedom, equality, or love.</p> <p>WHS.20C Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>	<p>USH.20A Describe how works of art, music, and literature reflect the characteristics and issues of various eras in U.S. history by examining great works such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's <i>The Grapes of Wrath</i>.</p> <p>USH.20B Describe the impact of significant examples of cultural movements in art, music, and literature on American society including the Harlem Renaissance.</p> <p>USH.20C Identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p> <p>USH.20D Analyze the relationship between culture and the economy and identify specific examples such as the impact of the entertainment industry on the US economy.</p> <p>Ⓢ USH.20E Identify the impact of popular American culture both here and abroad including the influence of American television, advertising, movies, and music.</p>		



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Strand 6 - Culture		<p>WGS.16A Describe distinctive cultural patterns and landscapes of various regions and analyze how these patterns influence innovation and diffusion in the region.</p> <p>WGS.16C Compare life in a variety of cities and nations in the world to evaluate the factors that lead to economic, social, political, and environmental change.</p>				
Strand 6 - Culture		<p>Ⓢ WGS.17A Using language, religion, land use, systems of education, and customs as examples of cultural patterns, describe and compare aspects that make specific regions of the world distinctive.</p> <p>WGS.18B Analyze the long and short term causes and effects of cultural changes in specific regions.</p> <p>WGS.18C Analyze examples of cultures that maintain traditional ways.</p> <p>WGS.18D Using case studies, evaluate the spread of cultural traits by finding examples of cultural convergence and divergence such as the spread of democratic ideas, US-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.</p>	<p>WHS.19B Identify examples of religious influence and conflict in historic and contemporary world events, including the spread of Islam in the 700s, the Crusades, the Reformation and current world issues.</p>			<p>ECO.21A Analyze the societal values that determine how a country answers the basic economic questions, including the society's views about the relationship between the individual and the state.</p> <p>ECO.21B Describe the societal values that influence traditional, command, and market economies, including the society's views about the relationship between the individual and the state.</p> <p>ECO.22B Analyze how societal values affect the economic development of nations.</p>



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7. Science, Technology, and Society: Science, Technology, and Society						
Strand 7 – Science, Technology, and Society	<p>SS.8.28A Explain how the cotton gin, the mechanical reaper, the factory system, and the Bessemer steel process were examples of new technology/innovations that led to increased productivity, industrialization, and urbanization.</p>	<p>WGS.20A Describe and assess the impact new technologies, new markets, and revised perceptions of resources have had on various world regions and cultures.</p>	<p>WHS.24C Identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.</p>	<p>Ⓢ USH.22A Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph, telephone, petroleum-based products, medical vaccinations, and computers, on the development of the United States.</p>		<p>ECO.26A Analyze the effect of technology on productivity.</p> <p>ECO.26B Analyze the economic effects of the development of communication and transportation systems in the United States, such as how the development of infrastructure led to increased productivity.</p>
Strand 7 – Science, Technology, and Society	<p>SS.8.28B Analyze the impact of canals, steam power for boats and trains, and improved roads on westward expansion, industrial growth, and urbanization in the United States.</p>	<p>WGS.19A Evaluate the significance of fire, steam power, diesel machinery, and electricity and other major technological innovations that have been used to modify the physical environment.</p>	<p>WHS.23C Summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America.</p> <p style="background-color: #ffe4c4;">Ⓢ WHS.23D Describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide.</p> <p>WHS.23E Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, and Pythagoras.</p>			
Strand 7 – Science, Technology, and Society	<p>SS.8.28C Determine the cause and effect relationship between technological and scientific innovations and changes in the ways that goods are (were) manufactured and marketed both nationally and internationally.</p>					<p>ECO.26C Analyze the economic impact of obsolescence created by technological innovations including innovations in the areas of telecommunications, transportation, and computer technology.</p> <p>ECO.26D Analyze how technological innovations change the way goods are manufactured, marketed, and distributed.</p>



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Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 7 – Science, Technology, and Society	<p>SS.8.29A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in United States history.</p> <p>SS.8.29B Describe how scientific ideas influenced technological developments during different periods in U.S. history.</p>	<p>WGS.19B Analyze ways technological innovations such as architectural structures and bridges have allowed humans to adapt to places affected by physical processes such as floods, earthquakes, and hurricanes.</p>	<p>Ⓢ WHS.23A Give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in world history and describe the changes produced by these discoveries and innovations.</p> <p>WHS.23B Identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations.</p>	<p>Ⓢ USH.23A Analyze how scientific discoveries and technological innovations including those in transportation and communication have changed the standard of living in the United States.</p> <p>USH.23B Explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.</p> <p>USH.23C Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<p>GOV.20A Analyze the potential impact on society of recent scientific discoveries and technological innovations, such as medical advances, military innovation, computers, communication, and satellite technologies.</p> <p>GOV.20B Analyze government reactions to scientific discoveries and technological innovations.</p>	<p>ECO.27A Give examples of types of economic information available as a result of technological innovations, and analyze the impact of such availability on households, businesses, and government.</p> <p>ECO.27B Explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses, such as protection individuals from pollutants and businesses from copyright and patent infringements.</p>
Strand 7 – Science, Technology, and Society	<p>Ⓢ SS.8.28D Using specific examples, explain how technological innovation led to rapid industrialization.</p> <p>SS.8.29C Using specific examples, describe how rapid industrialization changed life in the United States over time.</p>	<p>Ⓢ WGS.20B Analyze how technology has changed primary economic activities (agriculture, fishing, and mining) and analyze the environmental impact(s) of those changes.</p>	<p>WHS.24A Explain surplus farm production and population increases as possible causes of industrialization and evaluate both the short and long-term impact of industrialization on societies.</p> <p>WHS.24B Describe how developments in transportation, communication, industry, and lifestyle affected the development of new social and cultural life patterns in the 20th century.</p>	<p>USH.22B Determine the cause and effect relationship between specific needs resulting from increased agricultural productivity, military applications, space exploration, and/or medical advances and the scientific discoveries that have resulted from these needs.</p>	<p>GOV.19A Identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as medical research, military innovation, computers, communication, and satellite technologies.</p> <p>GOV.19B Analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.</p>	



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8. Social Studies Skills Strand: Acquiring Information, Analyzing Information, Processing Information, Problem-Solving, and Decision-Making						
Strand 8 – Social Studies Skills	<p>SS.8.30A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in early United States history.</p>	<p>WGS.21A Using historical, geographic, and statistical information from a variety of primary and secondary sources (databases, field interviews, media services, and questionnaires), pose and answer geographic questions and infer geographic relationships.</p>	<p>WHS.25B Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a given topic and/or era of world history.</p>	<p>USH.24A Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.</p>		
Strand 8 – Social Studies Skills	<p>SS.8.30B Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>WGS.21C Construct and interpret maps and other graphics [graphs, charts, diagrams...] and text to answer geographic questions, infer geographic relationships, and analyze geographic change over time in a given region.</p>	<p>WHS.25C Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>WHS.25A Identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence, including artifacts, text, landscapes, and cultures.</p>	<p>USH.24B Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>GOV.21A Analyze historical and contemporary political information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>ECO.23A Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>
Strand 8 – Social Studies Skills	<p>SS.8.30C Organize and interpret print/visual information from outlines, reports, and databases, maps, graphs, charts, and timelines related to early U.S. history.</p>	<p>WGS.22A Design, draw, and interpret appropriate sketch maps, diagrams, tables, webs, pictures, charts, and/or graphs to present geographic features, distributions, and relationships.</p>	<p>WHS.26C Interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps.</p>		<p>GOV.21E Using census reports, state or federal budgets, population densities, congressional representation found in charts, tables, graphs, and maps interpret and evaluate government data.</p> <p>GOV.21B Create written, visual, and/or non-linguistic products on a contemporary government issue or topic using critical methods of inquiry.</p>	<p>ECO.23F Using stock indexes, labor force statistics, or consumer purchasing as well as various charts, tables, graphs, and maps evaluate economic-activity patterns.</p>



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Strand 8 – Social Studies Skills	<p>SS.8.30D Identify differing points of view regarding a given issue or topic in early U.S. history and determine the extent to which the historical context and frame of reference of the participants influenced this viewpoint.</p>		<p>WHS.25D Explain how points of view, frames of reference, and historical contexts influence the interpretation of primary and secondary sources by historians and apply historical methodology to acquire reliable information from select print and/or visual sources of world history information.</p>	<p>USH.24C Apply historical methodology through the use of primary and secondary sources, points of view, frames of reference, and historical context to interpret information about an event or issue in U.S. history.</p>	<p>GOV.21C Explain multiple, or conflicting, points of view on a historical and contemporary government issues.</p>	<p>ECO.23D Explain multiple or opposing points of view on an economic issue.</p>
Strand 8 – Social Studies Skills	<p>SS.8.30E Cite evidence to support a point of view related to a particular issue or event.</p>		<p>WHS.25H Support a point of view on a social studies issue or event using historic or current sources and citing evidence from those sources.</p>	<p>USH.24G Cite appropriate sources from research and experience to support a point of view about an issue or event in U.S. history.</p>		
Strand 8 – Social Studies Skills	<p>SS.8.30F Determine criteria to identify bias in written, oral, and visual source material.</p> <p>SS.8.30G Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a primary and/or secondary source.</p>	<p>WGS.21B Determine criteria for evaluating the validity and usefulness of multiple sources of geographic information and use these criteria to analyze the reliability of oral, written and visual primary and secondary sources.</p>	<p>WHS.25F Establish criteria such as date of origin, information about the author, source of the information, corroboration with other sources, and possible bias to evaluate the validity of a written, oral, and/or visual primary or secondary source of information about an issue or event in world history.</p> <p>WHS.25G Identify bias in written, oral, and visual primary and secondary source material.</p>	<p>USH.24E Use date of the source, author, frame of reference, historical context, language usage, evidence of bias, corroboration by other sources and other criteria to evaluate the validity of a written, oral, and/or visual historical source.</p> <p>USH.24F Identify bias in written, oral, and visual source materials.</p>	<p>GOV.21D Using bias, propaganda, point of view, and frame of reference as criteria, analyze and evaluate the validity of information from primary and secondary sources.</p>	<p>ECO.23E Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference.</p>
Strand 8 – Social Studies Skills	<p>SS.8.30H Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources.</p>		<p>WHS.25I Use appropriate mathematical skills to interpret social studies information, such as maps and graphs, about issues and events in various periods of world history.</p>	<p>USH.24H Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources.</p>	<p>GOV.21F Use appropriate mathematical skills to interpret social studies information such as maps and graphs, such as census reports, state or federal budgets, population densities, or congressional representation.</p>	<p>ECO.23G Use appropriate mathematical skills to interpret social studies information including budgets and stock prices.</p>
Strand 8 – Social Studies Skills	<p>SS.8.31A Use social studies terminology correctly.</p>	<p>WGS.22C Use geographic terminology correctly.</p>	<p>WHS.26A Use content-specific social studies terminology correctly.</p>	<p>USH.25A Use social studies terminology correctly.</p>	<p>GOV.22A Use social studies terminology correctly.</p>	<p>ECO.24A Use social studies terminology correctly for the presentation, analysis, and evaluation of information.</p>



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Strand 8 – Social Studies Skills	SS.8.31B Use standard grammar, sentence structure, and punctuation.	WGS.22D Use standard grammar, spelling, sentence structure, and punctuation.	WHS.26B Use standard grammar, spelling, sentence structure, and punctuation.	USH.25B Use standard grammar, spelling, sentence structure, and punctuation.	GOV.22B Use standard grammar, spelling, sentence structure, and punctuation to present social studies information.	ECO.24B Use standard grammar, spelling, sentence structure, and punctuation for the presentation, analysis, and evaluation of information.
Strand 8 – Social Studies Skills	SS.8.31C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.		WHS.26D Transfer information about world history from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.	USH.25C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.	GOV.22C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.	ECO.24C Transfer information from one medium to another including written to visual and statistical to written or visual using computer software as appropriate.
Strand 8 – Social Studies Skills	SS.8.31D Create written, oral, and visual presentations of social studies information related to early American history.	WGS.22B Apply the use of appropriate content-specific vocabulary, geographic models, generalizations, theories, and skills to present geographic information in written, oral, and visual form.	WHS.25E Use the process of historical inquiry to form a hypothesis, pose a historical question, conduct research, interpret, draw conclusions, and use multiple sources of evidence regarding an issue or event in world history.	USH.25D Create written, oral, and visual presentations of social studies information. USH.24D Use the process of historical inquiry to formulate a historical question (hypothesis), research and interpret a minimum of four primary or secondary sources in order to cite evidence supporting or refuting the question, and draw a conclusion based on interpretation of the historical evidence.	GOV.22D Create written, oral, and visual presentations of social studies information related to topics in United States government.	ECO.23B Create economic models such as production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic data. ECO.23C Create a product on a contemporary economic issue or topic using critical methods of inquiry using graphical, visual, and written representations.
Strand 8 – Social Studies Skills	SS.8.32A Use a problem-solving process to identify a problem (historical and/or contemporary), gather information, list options, consider the advantages and disadvantages of each option, choose a possible solution, then implement it (or examine the implementation of a historical solution), and evaluate the effectiveness of the solution strategy.	WGS.23C Use a problem-solving process to identify a geographic problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	WHS.27A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	USH.26A Demonstrate the ability to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution in a personal or historical context.	GOV.23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	ECO.25A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.



Social Studies - Grade 8, World Geography, World History, US History, Government, and Economics Vertical Alignment Matrix

Strand	Grade 8	World Geography	World History	US History Since Reconstruction	Government	Economics
Strand 8 – Social Studies Skills	<p>SS.8.32B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences of each option, and take action to implement the decision.</p>	<p>WGS.23D Use a decision-making process to identify a geographic situation that requires a decision, gather information, identify options, predict consequences of each option, and take action to implement a decision.</p> <p>WGS.23A Plan, organize, and complete a group research project (written and/or oral) that involves asking geographic questions, acquiring, organizing, and analyzing geographic information, answering geographic questions, and communicating results.</p> <p>WGS.23B Use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions.</p>	<p>WHS.27B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>USH.26B Demonstrate the ability to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision in a personal or historical context.</p>	<p>GOV.23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>ECO.25B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>

