

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 8 Social Studies
GRADE LEVEL 8
PREREQUISITES: None

COURSE DESCRIPTION: Eighth grade social studies focuses on a deep look into American History. The year will begin with the study of the Age of Exploration and follow American history through reconstruction. The students will gain a deep appreciation of our nation's history, while preparing for high school level American History.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 8 Social Studies program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Explain the changing nature of society.
State how personality and socialization impact the individual.
Identify the influences on individual and group behavior and group decision-making.
Summarize the process of how humans develop, learn, adapt to their environment, and internalize their culture.
Identify current social issues to determine how the individual is able to formulate opinions and respond to those issues.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Describe the role of scarcity and economic trade-offs and how economic conditions impact people's lives.
Recognize the functions of economic institutions.
Analyze how governments throughout the world influence economic behavior.
Identify factors that create patterns of interdependence in the world economy.
Recognize the impact of advancing technologies on the global economy.
Identify how universal economic concepts present themselves in various types of economies throughout the world.



Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

- Benchmarks:
- Utilize geographic tools to locate and analyze information about people, places, and environments.
 - Explain how geographic and human characteristics create culture and define regions.
 - Describe how human factors and the distribution of resources affect the development of society and the movement of populations.
 - Describe how physical processes and human actions modify the environment and how the environment affects humans.

Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

- Benchmarks:
- Recognize historical patterns, periods of time and the relationships among these elements.
 - Explain how and why people create, maintain or change systems of power, authority, and governance.
 - Identify the role of culture and cultural diffusion on the development and maintenance of societies.
 - Identify the role of individuals and groups within a society as promoters of change or the status quo.
 - Explain the effect of economic needs and wants on individual and group decisions.
 - State the effects of geographic factors on historical events.
 - Summarize the role of innovation on the development and interaction of societies.
 - Analyze cause and effect relationships and other historical thinking skills in order to interpret events and issues.
 - Recognize historical patterns, periods of time and the relationships among these elements.
 - Explain how and why people create, maintain or change systems of power, authority, and governance.
 - Recognize the role of culture and cultural diffusion on the development and maintenance of societies.
 - Explain the role of individuals and groups within a society as promoters of change or the status quo.
 - Recognize the effect of economic needs and wants on individual and group decisions.
 - Identify the effects of geographic factors on historical events.
 - Describe the role of innovation on the development and interaction of societies.
 - Demonstrate cause and effect relationships and other historical thinking skills in order to interpret events and issues.



Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

- Benchmarks:
- Examine the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
 - Demonstrate how the government established by the Constitution embodies the principles of democracy and republicanism.
 - Identify the purpose and function of each of the three branches of government established by the Constitution.
 - Analyze the similarities and differences among the complex levels of local, state and national government.
 - Demonstrate strategies for effective political action that impacts local, state and national governance.
 - Explain how laws are established at the local, state and national levels.
 - Describe how various political systems throughout the world define the rights and responsibilities of the individual.
 - Analyze the role of the United States in current world affairs.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

- Benchmarks:
- Analyze primary and secondary sources.
 - Apply knowledge of text structures and text features.
 - Write arguments and informative/explanatory text focused on discipline specific content.
 - Produce and distribute writing from discipline specific content.
 - Research to communicate discipline specific content.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 8 Social Studies
GRADE LEVEL 8
PREREQUISITES: None

**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 8 SOCIAL STUDIES**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Explain the changing nature of society.

Indicators: Explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
Evaluate how technology is important in spreading the ideas, values, and behavior patterns within a society.

Benchmark: State how personality and socialization impact the individual.

Indicators: Describe the influence of perception, attitudes, values, and beliefs on personal identity.
Evaluate how family, gender, ethnicity and socioeconomic factors contribute to contribute to personal identify.

Benchmark: Identify the influences on individual and group behavior and group decision making.

Indicators: Identify how various factors affect decisions that individuals make.
Define how role, status, and social class affect interactions of individuals and social groups.

Benchmark: Summarize the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Identify how technology is important in spreading the ideas, values, and behavior patterns within a society.
Summarize how behavior is affected by family, community and life experience.

Benchmark: Identify current social issues to determine how the individual is able to formulate opinions and respond to those issues.



Indicators: Demonstrate concepts of bias, prejudice, stereotyping, power, role, status, and justice.
Relate how groups and institutional influences affect people, events, and elements of culture.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Describe the role of scarcity and economic trade-offs and how economic conditions impact people's lives.

Indicators: Indicate the short term and long term impact of economic trade-offs on society.
Recognize the cost and benefits of economic trade-offs and how scarcity of resources affects this concept.

Benchmark: Recognize the functions of economic institutions.

Indicators: Recognize the types of specialized economic institutions found in market economies.
Identify the services that are available at banks and credit unions.

Benchmark: Analyze how governments throughout the world influence economic behavior.

Indicators: Identify goods and services that the government provides.
Give examples of how taxes are used at the local, state, and national levels.

Benchmark: Identify factors that create patterns of interdependence in the world economy.

Indicators: Describe how the increased interdependence of the world market causes economic conditions in one country to affect others.
Examine trade barriers imposed by the United States from a historical perspective and the impact of those actions.

Benchmark: Recognize the impact of advancing technologies on the global economy.

Indicators: Explain the evolution of technology over time.
Recognize the role of investment and government support in advancing technologies.

Benchmark: Identify how universal economic concepts present themselves in various types of economies throughout the world.

Indicators: Describe how the laws of supply and demand affect price and consumers' responses to prices.



Recognize the causes and impact of inflation, deflation, and recessions.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Utilize geographic tools to locate and analyze information about people, places, and environments.

Indicators: Demonstrate the characteristics and purposes of geographic tools and representations of the earth.
Explain geographic relationships such as population density and distribution patterns.

Benchmark: Explain how geographic and human characteristics create culture and define regions.

Indicators: Examine the physical environment and how it affects life in different regions.
Analyze the concept of region.

Benchmark: Describe how human factors and the distribution of resources affect the development of society and the movement of populations.

Indicators: Explain how physical and human geographic factors have influenced major historic events and movements.
Identify physical and cultural patterns and their interactions.

Benchmark: Describe how physical processes and human actions modify the environment and how the environment affects humans.

Indicators: Indicate how human systems develop in response to conditions in the physical environment.
Express the environmental consequences of people changing the physical environment.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.

Indicators: Recognize concepts such as chronology, causality, change, conflict, and complexity.
Compare significant historical periods and patterns of change within and across cultures.

Benchmark: Explain how and why people create, maintain or change systems of power,



authority, and governance.

Indicators: Explain political events that shaped the development of governments.
Analyze the purpose of government and how its powers have been acquired, used and justified.

Benchmark: Identify the role of culture and cultural diffusion on the development and maintenance of societies.

Indicators: Identify ways societies and cultures have met human needs and concerns in the past.
Examine cultural factors that have promoted political conflict.

Benchmark: Identify the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Identify significant events and people, including women and minorities, in the major eras of history.
Explain the significant religious, philosophical, and social movements and their impacts on society and social reform.

Benchmark: Explain the effect of economic needs and wants on individual and group decisions.

Indicators: Explain economic concepts that help explain historical and current developments and issues in local, national, or global contexts.
Assess the historical relationship between economic growth, new technologies and standard of living.

Benchmark: State the effects of geographic factors on historical events.

Indicators: Explain how geography is used to interpret the past.
Discuss how historical events have been influenced by physical and human geographic factors.

Benchmark: Summarize the role of innovation on the development and interaction of societies.

Indicators: Recognize the impact of new inventions and technological developments in various regions of the world.
Explain how technology has influenced the course of history.

Benchmark: Analyze cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Analyze relationships between and among significant events.



Recognize how and why events may be interpreted differently.

Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.

Indicators: Examine concepts such as chronology, causality, change, conflict, and complexity.
Compare historical periods and patterns of change within and across cultures.

Benchmark: Explain how and why people create, maintain or change systems of power, authority, and governance.

Indicators: Compare political events that shaped the development of governments.
Describe patterns of nationalism, state-building, religious and social reform.

Benchmark: Recognize the role of culture and cultural diffusion on the development and maintenance of societies.

Indicators: Describe ways groups, societies, and cultures have met human needs and concerns in the past.
Identify how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference.

Benchmark: Explain the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Describe how specific individuals and the values those individuals held had an impact on history.
Describe significant events and people, including women and minorities, in the major eras of history.

Benchmark: Recognize the effect of economic needs and wants on individual and group decisions.

Indicators: Analyze economic concepts that help explain historical and current developments and issues in local, national, or global contexts.
Explain reform, revolution, and social change in the world economy.

Benchmark: Identify the effects of geographic factors on historical events.

Indicators: Demonstrate how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
Explain geography is used to interpret the past.

Benchmark: Describe the role of innovation on the development and interaction of



societies.

Indicators: Demonstrate how technology has influenced the course of history.
Explain the impact of new inventions and technological developments in various regions of the world.

Benchmark: Demonstrate cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Uses processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
Identify relationships between and among significant events.
Describe how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmark: Examine the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.

Indicators: Examine issues regarding personal, political, and economic rights.
Interpret how participation in civic and political life can help bring about the attainment of individual and public goals.

Benchmark: Demonstrate how the government established by the Constitution embodies the principles of democracy and republicanism.

Indicators: Explain the basic concepts of a federal system of government.
Interpret the concepts of constitutional government as fundamental principles of American democracy.

Benchmark: Identify the purpose and function of each of the three branches of government established by the Constitution.

Indicators: Identify the primary responsibilities of each branch of government in a system of shared powers and ways in which each branch shares the powers and functions of the other branches.
Demonstrate how the legislative, executive, and judicial branches use checks and balances.

Benchmark: Analyze the similarities and differences among the complex levels of local, state and national government.



Indicators: Analyze the relationship between state and local governments and the national government.
Examine the powers and responsibilities of local, state and national governments.

Benchmark: Demonstrate strategies for effective political action that impacts local, state and national governance.

Indicators: Analyze the concept of civic responsibility.
Examine the importance of political leadership, public service, and a knowledgeable citizenry in American democracy.

Benchmark: Explain how laws are established at the local, state and national levels.

Indicators: Explain the concept of public policy.
Recognize the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.

Benchmark: Describe how various political systems throughout the world define the rights and responsibilities of the individual.

Indicators: Describe how constitutions protect individual rights and promote the common good.
Analyze the essential characteristics of limited and unlimited governments.

Benchmark: Analyze the role of the United States in current world affairs.

Indicators: Analyze conditions, actions and motivations that contribute to conflict and cooperation within and among nations.
Recognize current foreign policy issues and the means the United States is using to deal with them.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Analyze primary and secondary sources.

Indicators: Determine the central ideas or information of a primary or secondary source.
Analyze the relationship between a primary and secondary sources on the same topic.

Benchmark: Apply knowledge of text structures and text features.

Indicators: Integrate visual information with other information in print or digital text.
Identify key steps in a text's description of a process related to social studies.



Benchmark: Write arguments and informative/explanatory text focused on discipline specific content.

Indicators: Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations or other information and examples.
Use precise language and vocabulary to explain the topic.

Benchmark: Produce and distribute writing from discipline specific content.

Indicators: Use technology, including the internet to produce and publish writing.
Produce clear and coherent writing appropriate to task, purpose, and audience.

Benchmark: Research to communicate discipline specific content.

Indicators: Conduct short research projects to answer a question.
Draw evidence from informational texts to support research.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

