

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<p><b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b></p> <p>(Should be taught throughout the year)            American History and World History Concept combined)</p>	<b>PO 1 Construct</b> charts, graphs, and narratives using historical data.	Textbook Pages  Supplementary Resources
	<b>PO 2 Interpret</b> historical data displayed in graphs, tables, and charts.	
	<b>PO 3 Construct</b> timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.	
	<b>PO 4 Formulate</b> questions that can be answered by historical study and research.	
	<b>PO 5 Describe</b> the difference between a primary source document and a secondary source document and the relationships between them.	
	<b>PO 6 Determine</b> the credibility and bias of primary and secondary sources	
	<b>PO 7 Analyze</b> cause and effect relationships between and among individuals and/or historical events.	
	<b>PO 8 Analyze</b> two points of view on the same historical events.	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<p align="center"><b>Strand 1: American History</b> <b>Concept 4: Revolution and New Nation</b></p> <p><i>(Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.)</i></p>	PO 1. <b>Analyze</b> the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence	Textbook Pages  Supplementary Resources
	PO 2. <b>Describe</b> the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown	
	PO 3. <b>Describe</b> the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III	

	<p>PO 4. <b>Describe</b> the significance of the following documents Declaration of Independence</p> <ol style="list-style-type: none"> <li>a. Articles of Confederation</li> <li>b. Constitution</li> <li>c. Bill of Rights</li> </ol>	
	<p>PO 5. <b>Explain</b> the influence of the following individuals in the establishment of a new government</p> <ol style="list-style-type: none"> <li>a. Thomas Jefferson</li> <li>b. James Madison</li> <li>c. John Adams</li> <li>d. Benjamin Franklin</li> </ol>	
	<p>PO 6. <b>Describe</b> how one nation evolved from thirteen colonies:</p> <ol style="list-style-type: none"> <li>a. Constitutional Convention</li> <li>b. George Washington's presidency</li> <li>c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans).</li> </ol>	

Semester 1 – 8 <sup>th</sup> Grade		
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<b>Strand 3: Civics/Government</b> <b>Concept 1: Foundations of Government</b>	PO 1. <b>Describe</b> how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu’s separation of power d. John Locke’s theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation	Textbook Pages  Supplementary Resources
	PO 2. <b>Analyze</b> the purpose and outcome of the Constitutional Convention (e.g., weaknesses of the Articles of Confederation, compromises).	
	PO 3. <b>Analyze</b> the struggle between the federalists and the anti-federalists over the ratification of the Constitution (e.g., Federalists’ Papers, Bill of Rights).	

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**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

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<b>Strand 3: Civics/Government</b> <b>Concept2: Structure of Government</b>	PO 1. <b>Describe</b> the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a. federalism (enumerated, reserved, concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility - Elastic Clause, amendment process	Textbook Pages  Supplementary Resources
	PO 2. <b>Differentiate</b> the roles and powers of the three branches of the federal government.	
	PO 3. <b>Explain</b> the electoral process (e.g., primary and general elections, popular vote, electoral college).	
	PO 4. <b>Explain</b> how a candidate can be elected president without receiving a majority of popular vote.	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 3: Functions of Government</b>	PO 1. <b>Compare</b> the ways the federal and Arizona governments operate: a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration)	Textbook Pages  Supplementary Resources
	PO 2. <b>Compare</b> the process of how a bill becomes a law at the federal and state level.	
	PO 3. <b>Describe</b> the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process	
	PO 4. <b>Compare</b> the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).	
	PO 5. <b>Describe</b> the significance of the Amendments to the Constitution	

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	<p>PO 6. <b>Compare</b> the adult and juvenile criminal justice systems.</p>	
	<p>PO 7. <b>Summarize</b> the significance of the following Supreme Court cases:</p> <ul style="list-style-type: none"> <li>a. Marbury v. Madison</li> <li>b. Plessy v. Ferguson</li> <li>c. Brown v. Board of Education</li> <li>d. Gideon v. Wainright</li> <li>e. Miranda v. Arizona</li> <li>f. Korematsu v. United States</li> </ul>	
	<p>PO 8. <b>Describe</b> the impact of the following executive orders and decisions:</p> <ul style="list-style-type: none"> <li>a. Executive Order 9066 – creation of internment camps on U.S. soil</li> <li>b. Manhattan Project</li> <li>d. use of atomic bomb</li> </ul>	

	<p>PO 9. <b>Describe</b> the impact that the following Acts had on increasing the rights of groups and individuals:</p> <ul style="list-style-type: none"> <li>a. Civil Rights Act of 1964</li> <li>b. Voting Rights Act of 1965</li> <li>c. Indian Rights Act of 1968</li> <li>d. Americans with Disabilities Act</li> </ul>	
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<b>Semester 1 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<p><b>Strand 4: Geography</b> <b>Concept 1: The World in Spatial Terms</b></p>	<p>PO 1. <b>Construct</b> maps, charts, and graphs to display geographic information</p>	<p>Textbook Pages  Supplementary Resources</p>
	<p>PO 2. <b>Identify</b> purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</p>	
	<p>PO 3. <b>Interpret</b> maps, charts, and geographic databases using geographic information</p>	
	<p>PO 4. <b>Locate</b> physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world</p>	

	PO 5. <b>Interpret</b> thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)	
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<b>Semester 1 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<p style="text-align: center;"><b>Strand 4: Geography</b> <b>Concept 3: Physical Systems</b></p> <p>Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p><b>Connect with:</b> <b>Science Strand 3 Concept 1</b></p> <p><b>Analyze</b> risk factors of and possible solutions to chemical and biological hazards</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 4: Geography</b> <b>Concept 4: Human Systems</b>	PO 1. <b>Identify</b> the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.	Textbook Pages  Supplementary Resources
	PO 2. <b>Describe</b> the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions	
	PO 3. <b>Describe</b> the characteristics and locations of various cultures throughout the world	
	PO 4. <b>Identify</b> the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions	
	PO 5. <b>Explain</b> how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).	

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	<p>PO 6. <b>Describe</b> the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</p>	
	<p>PO 7. <b>Describe</b> how changes in technology, transportation, communication, and resources affect economic development</p>	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 4: Geography</b> <b>Concept 5: Environment and Society</b>	PO 1 <b>Describe</b> how humans modify ecosystems (e.g. deforestation and desertification).	Textbook Pages  Supplementary Resources
	PO 2 <b>Describe</b> why humans modify ecosystems (e.g. resources, economics livelihood).	
	PO 3 <b>Explain</b> how changes in the natural environment can increase or diminish its capacity to support human activities (e. g. global warming, pollution, mining, natural disasters, water table).	
	PO 4 <b>Explain</b> how technology affects the environment (e.g. the effects of chemical wastes on ecosystems; effects of modern waste disposal methods on ecosystems).	
	PO 5 <b>Analyze</b> changing ideas and viewpoints on the best use of natural resources (e.g. value of oil, water use, forest management).	
	PO 6 <b>Explain</b> how societies and governments plan for and respond to natural disasters (e.g. evacuation routes, changing farming techniques, warning systems).	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 5: Economics</b> <b>Concept 1: Foundations of Economics</b>	PO 1. <b>Explain</b> how limited resources and unlimited human wants cause people to choose some things and give up others.	Textbook Pages  Supplementary Resources
	PO 2. <b>Analyze</b> how scarcity, opportunity costs, and trade-offs, influence decision-making.	
	PO 3. <b>Analyze</b> how individuals, governments and businesses make choices based on the availability of resources.	
	PO 4. <b>Apply</b> Adam Smith’s ideas of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	
	PO 5. <b>Describe</b> the impact of the availability and distribution.	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	
<b>Strand 5: Economics</b> <b>Concept 2: Microeconomics</b>	PO 1 <b>Identify</b> the functions and relationships among various institutions (e.g. business firms, banks, government agencies, labor unions, corporations that make up and economic system.	Textbook Pages  Supplementary Resources
	PO 2 <b>Explain</b> the impact of government investment in human capital: <ul style="list-style-type: none"> <li>a. health (e.g. immunizations)</li> <li>b. education (e.g. college grants, loans)</li> <li>c. training of people (e.g. Job Corps)</li> </ul>	
	PO 3 <b>Explain</b> the impact of government investment in physical capital (e.g. NASA, transportation).	
	PO 4 <b>Describe</b> how income for most people is determined by the value of the goods and services they sell.	
	PO 5 <b>Describe</b> the impact of entrepreneurs (e.g. Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner, Donald Trump) in the free enterprise system.	

	PO 6 <b>Analyze</b> how investment in physical capital (e.g. factories, medical advancements, new technologies) lead to economic growth.	
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<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 5: Economics</b> <b>Concept 3: Macroeconomics</b>	PO 1 <b>Identify</b> the organization and functions of the Federal Reserve System (e.g. organization, functions).	Textbook Pages  Supplementary Resources
	PO 2. <b>Identify</b> the effects of inflation on society.	
	PO 3 <b>Analyze</b> the government’s role (e.g. fiscal and monetary policies) in economic recovery.	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 5: Economics</b> <b>Concept 4: Global Economics</b>	PO 1. <b>Compare</b> how private property rights differ in market economies versus command economies (e.g., capitalism versus communism).	Textbook Pages  Supplementary Resources
	PO 2. <b>Identify</b> the effects of trade restrictions (e.g., imports, exports, tariffs) between national and world regions.	
	PO 3. <b>Describe</b> the role of the United States government in influencing international commerce (e.g., Cuba, China, Middle East).	
	PO 4. <b>Identify</b> interdependence in economic development between nations (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank). Advertising influences the perception of a place.	

Semester 1 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 5: Economics</b> <b>Concept 5: Personal Finance</b>	PO 1 <b>Explain</b> how scarcity influences personal financial choices, (e.g. budgeting, saving, investing, and credit).	Textbook Pages  Supplementary Resources
	PO 2 <b>Describe</b> types of personal investments. (e.g. saving accounts, stocks, mutual funds, bonds, lines of credit, retirement funds, land).	
	PO 3 <b>Describe</b> the role in the stock market in personal investing.	
	PO 4 <b>Describe</b> various forms of credit. (e.g. personal loans, credit cards, lines of credit, mortgages, auto loans).	
	PO 5 <b>Analyze</b> the advantages, disadvantages, and alternatives to consumer credit.	

	PO 6 <b>Analyze</b> the costs and benefits of producing a personal budget.	
	PO 7 <b>Create</b> a personal budget to include fixed and variable expenses.	
	PO 8 <b>Identify</b> the benefits of future financial planning.	

<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History</b> <b>Concept 8: Great Depression and World War II</b>  <i>(Note: The Great Depression was taught in Grade 7 and World War II in Arizona was introduced in Grade 4.)</i>	<b>PO 1. Review</b> the impact of the Great Depression on the United States.	Textbook Pages  Supplementary Resources
	<b>PO 2. Explain</b> how Pearl Harbor led to United States involvement in World War II.	
	<b>PO 3. Explain</b> the impact of World War II on economic recovery from the Great Depression.	

	<p><b>PO 4. Explain</b> how the following factors affected the U.S. home front during World War II:</p> <ol style="list-style-type: none"> <li>war bond drives</li> <li>war industry</li> <li>women and minorities in the work force</li> <li>rationing</li> <li>internment of Japanese-, German-, and Italian – Americans</li> </ol>	
	<p><b>PO 5. Describe</b> Arizona’s contributions to the war effort:</p> <ol style="list-style-type: none"> <li>Native American Code Talkers</li> <li>Ira Hayes</li> <li>mining</li> <li>training bases</li> <li>POW and internment camps</li> </ol>	
	<p><b>PO 6. Summarize</b> the United States’ role in the following events:</p> <ol style="list-style-type: none"> <li>D-day invasion</li> <li>battles of the Pacific</li> <li>development and use of the atomic bomb</li> <li>V-E Day / V-J Day</li> </ol>	

	<p><b>PO 7. Analyze</b> the following individuals' significance to World War II:</p> <ul style="list-style-type: none"> <li>a. Franklin D. Roosevelt</li> <li>b. Dwight Eisenhower</li> <li>c. George Patton</li> <li>d. Douglas MacArthur</li> <li>e. Harry Truman</li> <li>f. Eleanor Roosevelt</li> </ul>	
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<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<p><b>Strand 1: American History</b> <b>Concept 9: Postwar United States</b></p>	<p>PO 1. <b>Describe</b> the following origins of the Cold War:</p> <ul style="list-style-type: none"> <li>a. Western fear of communism expansion</li> <li>b. Soviet fear of capitalist influences</li> <li>c. Development of nuclear weapons</li> <li>d. Truman Doctrine</li> </ul>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p>PO 2 <b>Describe</b> the impact of the Cold War on the United States</p> <ul style="list-style-type: none"> <li>a. McCarthyism</li> <li>b. arms race</li> <li>c. space race</li> <li>d. Cuban Missile Crisis</li> <li>e. creation of the CIA</li> </ul>	

	<p>PO 3 <b>Identify</b> the role of the United States in the Korean War:</p> <ol style="list-style-type: none"> <li>Communist containment</li> <li>military involvement</li> <li>resolution of conflict</li> </ol>	
	<p>PO 4 <b>Identify</b> the role of the United States in the Vietnam Conflict:</p> <ol style="list-style-type: none"> <li>containment of Communism-Domino Theory</li> <li>Gulf of Tonkin Resolution</li> <li>Tet Offensive</li> <li>Anti-war protest</li> <li>Vietnam Peace Accord</li> </ol>	
	<p>PO 5 <b>Describe</b> life in the U.S. during the Post War period (e.g. transportation, communication Technology, medical, entertainment, growth of suburbs)</p>	
	<p>PO 6 <b>Describe</b> the importance of the following civil right issues and events:</p> <ol style="list-style-type: none"> <li>Jim Crow Laws</li> <li>nonviolent protests</li> <li>desegregation</li> <li>Civil Rights Act of 1964</li> <li>Voting Rights Act of 1965</li> </ol>	

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<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b>	PO 1 <b>Describe</b> events of the presidency of Richard Nixon (e.g. opening of foreign relations with China, Watergate, resignation).	Textbook Pages  Supplementary Resources
	PO 2 <b>Describe</b> events of the presidency of Gerald Ford (e.g. succession to presidency, pardoning of Nixon)	
	PO 3 <b>Describe</b> the events of the presidency of Jimmy Carter (e.g. Camp David, Peace Accords, Iran Hostage Crisis).	
	PO 4 <b>Describe</b> events of the presidency of Ronald Reagan (e.g. Star Wars, Iran Contra Affair).	
	PO 5 <b>Describe</b> events of the presidency of George H.W. Bush (e.g. Persian Gulf War, Berlin Wall Falls).	

	PO 6 <b>Describe</b> events of the presidency of William Clinton (e.g. economic growth, impeachment).	
	PO 7 <b>Describe</b> events of the presidency of George W. Bush (e.g. September 11 <sup>th</sup> Attacks, Afghanistan, Iraq War).	
	PO 8 <b>Describe</b> current events using information from class discussions and various resources (e.g. newspaper, magazines, television, Internet, books, maps).	
	PO 9 <b>Identify</b> the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources.	
	PO 10 <b>Describe</b> how key political, social, geographic, and economic events of the late 20 <sup>th</sup> century and early 21 <sup>st</sup> century affected, and continue to affect, the United States.	

<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 2: World History</b> <b>Concept 1: Research Skills for History</b>	PO 1. <b>Construct</b> charts, graphs and narratives using historical data.	Textbook Pages  Supplementary Resources
	PO 2. <b>Interpret</b> historical data displayed in graphs, tables, and charts.	
	PO 3. <b>Construct</b> timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.	
	PO 4. <b>Formulate</b> questions that can be answered by historical study and research.	
	PO 5. <b>Describe</b> the difference between a primary source document and a secondary source document and the relationships between them.	
	PO 6. <b>Determine</b> the credibility and bias of primary and secondary sources	

	PO 7. <b>Analyze</b> cause and effect relationships between and among individuals and/or historical events.	
	PO 8. <b>Analyze</b> two points of view on the same historical event.	

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<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 2: World History</b> <b>Concept 8: World at War</b>  (Note: WW I was taught in Grade 7.)	PO 1. <b>Review</b> the rise of totalitarianism in Europe following World War I.	Textbook Pages  Supplementary Resources
	PO 2. <b>Analyze</b> the major causes of World War II: a. Japanese Imperialism – aggressive search for resources b. Fascism and Nazism – political ideologies c. Treaty of Versailles – resentment toward consequences	
	PO 3. <b>Trace</b> the series of invasions and conquests in the European and Pacific Theaters (i.e., Germany, Soviet Union, Italy, Japan, United States) in World War II.	

	<p>PO 4. <b>Describe</b> the following events leading to the Allied victory:</p> <ol style="list-style-type: none"> <li>D-Day Invasion</li> <li>Battle of the Bulge</li> <li>Japanese defeat in Iwo Jima and Okinawa</li> <li>atomic bombing of Hiroshima and Nagasaki</li> </ol>	
	<p>PO 5. <b>Describe</b> how racism and intolerance contributed to the Holocaust</p>	
	<p>PO 6. <b>Summarize</b> each of the following outcomes of World War II:</p> <ol style="list-style-type: none"> <li>redrawing of political boundaries in Europe</li> <li>tensions leading to Cold War</li> <li>formation of the United Nations</li> <li>beginning of atomic age rebuilding of Japan</li> </ol>	
	<p>PO 7. <b>Compare</b> the rebuilding of Japan with the rebuilding of Germany following World War II.</p>	
	<p>PO 8. <b>Describe</b> the following events resulting from World War II:</p> <ol style="list-style-type: none"> <li>Nuremberg Trial</li> <li>Marshall Plan</li> <li>NATO / Warsaw Pact</li> <li>creation of United Nations</li> <li>creation of Israel</li> </ol>	

	<p>PO 9. <b>Describe</b> the spread of Communism after World War II:</p> <ol style="list-style-type: none"> <li>China – Mao Tse-tung and Chinese Revolution</li> <li>Korea – 38<sup>th</sup> parallel and division of country</li> <li>Cuba – Fidel Castro and Cuban Missile Crisis</li> <li>Vietnam – Ho Chi Minh</li> </ol>	
	<p>PO 10. <b>Describe</b> the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p>	
	<p>PO 11. <b>Describe</b> the following events of the Korean War:</p> <ol style="list-style-type: none"> <li>Chinese involvement</li> <li>U.N. police actions</li> <li>containment of Communism</li> <li>partition of Korea at the 38<sup>th</sup> Parallel</li> </ol>	
	<p>PO 12. <b>Describe</b> how the following impacted the Vietnam War:</p> <ol style="list-style-type: none"> <li>historical relationship of China and Vietnam</li> <li>French Indochina War</li> <li>containment of Communism</li> <li>Ho Chi Minh Trail</li> <li>conflict resolution</li> </ol>	

	<p>PO 13. <b>Examine</b> the fall of Communism and the unification of European nations:</p> <ul style="list-style-type: none"> <li>a. Germany – reunification, Berlin Wall torn down</li> <li>b. Russia – Gorbachev, Glasnost and Perestroika</li> <li>c. Union of Soviet Socialist Republics countries regained independence</li> <li>d. European Union formed</li> </ul>	
	<p>PO 15. <b>Compare</b> independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20<sup>th</sup> century.</p>	
	<p>PO 16. <b>Examine</b> human rights issues during the 20<sup>th</sup> century (e.g., Apartheid, genocide, famine, disease).</p>	

Semester 2 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	Resources
<b>Strand 2: World History</b> <b>Concept 9: Contemporary World</b>	PO 1 <b>Describe</b> current events using information from class discussions and various resources (e.g. newspaper, magazines, television, Internet, books, maps).	Textbook Pages  Supplementary Resources
	PO 2 <b>Identify</b> the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources.	
	PO 3 <b>Analyze</b> how world events of the late 20 <sup>th</sup> century and early 21 <sup>st</sup> century affected, and continue to affect the social, political, geographic and economic climate of the world (e.g. terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science, and technology and environmental issues).	

<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>	PO 1 <b>Describe</b> the benefits of community service.	Textbook Pages  Supplementary Resources
	PO 2 <b>Discuss</b> the character traits (e.g. respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	
	PO 3 <b>Describe</b> the importance of citizens being actively involved in the democratic process (e.g. voting, students government, involvement in political decision making, analyzing issues, petitioning public officials, Selective Service Act).	
	PO 4. <b>Explain</b> the obligations and responsibilities of citizenship: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty	

	<p>PO 5 <b>Describe</b> the impact that following had on the rights for individuals and groups:</p> <ol style="list-style-type: none"> <li>a. Jim Crow Laws-literacy tests, poll taxes, Grandfather Clause</li> <li>b. Civil Rights Movement (Martin Luther King Jr., Rosa Parks)</li> <li>c. Desegregation-military, schools, transportation, sports</li> <li>d. United Farm Workers (Cesar Chavez)</li> <li>e. National Organization for Women (NOW)—Equal Rights Amendment (ERA)</li> </ol>	
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Semester 2 – 8 <sup>th</sup> Grade		
Concept	Performance Objectives	
<p><b>Strand 3: Civics/Government</b>  <b>Concept 5: Government Systems of the World</b>  <i>(Note: Students were introduced to different forms of government in Grades 6 and 7.)</i></p>	PO 1. <b>Compare</b> the different world governments and ideologies: a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. communism	Textbook Pages  Supplementary Resources
	PO 2. <b>Explain</b> U.S. and world foreign policies leading to the Cold War: a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan	
	PO 3. <b>Identify</b> U.S. and world foreign policies resulting from the Cold War (e.g., economic sanctions, arms reduction agreements).	

<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 4: Geography</b> <b>Concept 2: Places and Regions</b>	PO 1. <b>Identify</b> common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.	Textbook Pages  Supplementary Resources
	PO 2. <b>Explain</b> the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).	
	PO 3. <b>Examine</b> relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions	
	PO 4. <b>Identify</b> how the role of the media, images, and advertising influences the perception of a place	
	PO5. <b>Describe</b> how a place changes over time. (Connect with content studied.)	

<b>Semester 2 – 8<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objectives</b>	<b>Resources</b>
<b>Strand 4: Geography</b> <b>Concept 6: Geographic Applications</b>	PO 1. <b>Describe</b> ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)	Textbook Pages  Supplementary Resources
	PO 2. <b>Describe</b> ways different groups of people (Native Americans, Hispanics, retirees) create and shape the same environment.	
	PO 3. <b>Use</b> geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	