

**Bethlehem Lutheran School, Lakewood, CO**  
**Social Studies Curriculum (Geography and History) grade 8**

*The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens.*

**State Standard 1 Geography**

*Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.*

**Classroom objectives**

- 1.1 Understand the concept of Tropics of Cancer and Capricorn—what they represent, what they are due to and their significance in terms of seasons and temperature on Earth.
- 1.2 Understand the essence of climate zones: Arctic, Tropic and Temperate.
- 1.3 Locate and explain the Arctic Circle and the Antarctic Circle.
- 1.4 Understand how a flat map represents the round globe—Mercator, conic and plane projections.
- 1.5 Demonstrate knowledge of the geography of Latin America in relation to the history of the Independence Movements.
- 1.6 Demonstrate expanded knowledge of the geography of the U.S. and the world in relation to 19<sup>th</sup> and 20<sup>th</sup> century immigration, industrialization, urbanization and social reforms.
- 1.7 Demonstrate expanded knowledge of world geography in relation to America's becoming a world power.
- 1.8 Locate and discuss the geography of important events of World War I (1914-1918).
- 1.9 Demonstrate thorough knowledge of the geography of the countries of Western and Central Europe, as related to population, industrialization, resources, transportation, alliances, etc.
- 1.10 Discuss the geography of the United States in relation to the history of the Twenties and the Great Depression.
- 1.11 Demonstrate knowledge of the geography of Europe and the world in relation to the major events of World War II.

- 1.12 Demonstrate expanded knowledge of the geography of the United States, including mountains, water features, political and economic features, cities, population, etc.
- 1.13 Discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Viet Nam Wars, and the political alliances of the Cold War period.
- 1.14 Discuss the Civil Rights Movement in the U.S. in connection with the geographical "hot spots."
- 1.15 Discuss the relationship between the geography/resources of the Middle East and "Oil Politics."
- 1.16 Describe from a geographical point of view the break up of the Soviet Union and the realignment of countries after the end of the Cold War.
- 1.17 Trace and/or draw custom map featuring information according to the desired use of the maps.
- 1.18 Analyze maps in order to discover and summarize information about geographical areas.
- 1.19 Organize information obtained through the reading of maps in graphs, diagrams, and other visual aids in order to illustrate specific demographic, physical and other topics.
- 1.20 Trace on maps the spread of human migrations, cultures, language, religions and diseases.
- 1.21 Discover patterns of human habitation and activities through the study of maps.
- 1.22 Discuss the places of the world that America depends on for imported resources and goods.

**State Standard 2 Geography**

*Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.*

### **Classroom objectives**

- 2.1 Describe and compare the physical characteristics of places using a variety of visual materials and data sources.
- 2.2 Describe and compare human characteristics of places.
- 2.3 Examine and explain human impact on the landscape/environment.
- 2.4 Identify and analyze how technology shapes the physical and human characteristics of places.
- 2.5 Identify and describe regions in terms of physical and human characteristics.
- 2.6 Explain how regions are connected through cultural ties, trade, language, resources and through the use of maps.
- 2.7 Be able to explain how regions change over space and time.
- 2.8 Gather and compare information on how people of different backgrounds view the same place or region.
- 2.9 Compare ways in which people of different cultural origins build out and name places in the same regions.
- 2.10 Explain why immigrants to the United States hold on to customs from their home countries.

### **State Standard 3Geography**

*Students understand how physical processes shape Earth's surface patterns and systems.*

### **Classroom objectives**

- 3.1 Understand how the environment can affect human settlement and vice versa.
- 3.2 Explain the distribution of types of ecosystems and their impact on human populations.
- 3.3 Analyze the importance of distance in human interaction.
- 3.4 Identify renewal and non-renewal Earth resources.

### **State Standard 4 Geography**

*Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.*

### **Classroom objectives**

- 4.1 Describe and discuss the reasons for human migrations (i.e. famine, slave trade, wars, persecution) after studying related literature.
- 4.2 Create graphs depicting population numbers and distribution.
- 4.3 Describe the influence of population on environment.
- 4.4 Analyze the characteristics of a certain population.
- 4.5 Use interviews with real people to define cultural change.
- 4.6 Differentiate among different cultures in Colorado as well as in other parts of the world.
- 4.7 Use cultural clues/artifacts to identify historical migrations.
- 4.8 Analyze the impact of various cultures on physical elements of the Earth.
- 4.9 Use a variety of maps to research information regarding the location and movements of various cultures.
- 4.10 Analyze geographical factors that have generated cultural change.
- 4.11 Identify economic activities within a region and examine the reasons for their locations.
- 4.12 Explain the need for trade among regions based on local availability of resources and goods.
- 4.13 Compile examples of cultural and economic reasons for changes in human societies.
- 4.14 Analyze systems to deliver services and goods.
- 4.15 Discuss world trade and explain the systems that support it.
- 4.16 Deduct geographical reasons for human settlements in specific areas.
- 4.17 Classify cities according to their human and environmental characteristics.
- 4.18 Compare patterns of land use and human settlement in various regions.
- 4.19 Classify cities according to their physical characteristics.
- 4.20 Analyze the process of the creation of a megalopolis.
- 4.21 How cooperation and conflict among people influence the division and control of the Earth's surface.
- 4.22 Describe political, social and economic divisions throughout early American history.
- 4.23 Understand and describe how people divide the Earth's surface into different types of territorial units.
- 4.24 Analyze the reasons for divisions and cooperation among peoples in terms of geography.

- 4.25 Use maps to compare and contrast historic factors that have changed land use in a region.

### **State Standard 5 Geography**

*Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*

#### **Classroom objectives**

- 5.1 Examine the factors that have caused the disappearance of an animal or plant species.
- 5.2 Understand the interrelatedness of environmental systems and its impact on life (human and other).
- 5.3 Describe ways in which humans adapt to physical changes in the Earth's environment.
- 5.4 Explain how environmental changes in one place affect other places (acid rain, pollution, pesticides, etc.).
- 5.5 Predict new ways for humans to adapt to their environments.
- 5.6 Use maps to track the influence of environmental changes from one place to another.
- 5.7 Understand how population growth affects air, land and water quality and how they impact the physical environment.
- 5.8 Explore the positive and negative effects of humans on the environment.
- 5.9 Explain how people's lives are influenced by population movements.
- 5.10 Track specific resources' distribution throughout the world.
- 5.11 Compare countries and their development based on their available resources.
- 5.12 Examine current impact of resource use.
- 5.13 Predict the changes to a region with better management and resource use.
- 5.14 Examine and report how energy resources in different countries are used.

### **State Standard 6 Geography**

*Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.*

#### **Classroom objectives**

- 6.1 Identify the various geographic aspects of a region.

- 6.2 Analyze the impact human migration has had on regions and countries.
- 6.3 Examine how various regions/countries deal with social, economic and political changes.
- 6.4 Explain how competition for resources causes conflict.
- 6.5 Examine various social, political and economic regions and see how they are different from past to present.
- 6.6 Predict the future of regions based on available resources and human interaction.
- 6.7 Explain and discuss the need for responsible environmental management practices.

### **State Standard 1 History**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

#### **Classroom objectives**

- 1.23 Construct various time lines of American history from the mid-19<sup>th</sup> to the early 21<sup>st</sup> centuries, highlighting landmark dates, technological changes, major political and military events.
- 1.24 Demonstrate a chronological understanding of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents; the causes, conduct, and course of the war and the failures of Reconstruction.
- 1.25 Trace patterns of change and continuity in the history of the United States and compare the laws of various people of various cultures from long ago until 21<sup>st</sup> Century America.

### **State Standard 2 History**

*Students know how to use the processes and resources of historical inquiry.*

#### **Classroom objectives**

- 2.1 Identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and make generalizations about events and life in United States History in the latter half of the 19<sup>th</sup> Century.
- 2.2 Recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity.

- 2.3 Distinguish fact from fiction by examining documentary sources.

### **State Standard 3 History**

*Students understand that societies are diverse and have changed over time.*

#### **Classroom objectives**

- 3.1 Describe the common traits and characteristics that unite the United States as a nation and as a society and note and describe those cultural characteristics and beliefs which can divide us.
- 3.2 Describe how the social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (i.e. family structures, English language, community structures, etc.).

### **State Standard 4 History**

*Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.*

#### **Classroom objectives**

- 4.26 Explain and analyze the American public's response to industrialization and urbanization, with emphasis on "muckraking" literature, the rise of the Progressive Movement, women's suffrage, child labor laws, reaction to working conditions, and the rise of organized labor.
- 4.27 Explain how the economy of the western United States has historically depended upon natural resources and how this has affected western states, especially Colorado.
- 4.28 Explain how economic factors influenced historical events in the United States and in various regions of the world.

### **State Standard 5 History**

*Students understand political institutions and theories that have developed and changed over time.*

#### **Classroom objectives**

- 5.1 Identify the causes, key events and effects of the Civil War and Reconstruction, with emphasis on the events leading to secession and war; and the impact of Reconstruction on the South.

- 5.2 Identify leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison, etc.
- 5.3 Describe how forms of involuntary servitude have been used to maintain and expand political power throughout history (i.e. slavery, serfdom).
- 5.4 Explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life. (Emphasize western settlement and changing federal policy toward the Native Americans.)
- 5.5 Describe how the relationships between the United States and external powers developed with the growth of the nation. The student will build on the wars addressed in seventh grade and apply sequence, causes, effects of World War II, the Korean War and the Vietnam War.
- 5.6 Identify key leaders of World War I, World War II, the Korean War, and Vietnam.
- 5.7 Explain specific ways in which events in each of the preceding wars affect us today.
- 5.8 Obtain an oral history from a veteran of World War II, the Korean War, the Vietnam War or the Gulf War.

### **State Standard 6 History**

*Students know that religious and philosophical ideas have been powerful forces throughout history.*

#### **Classroom objectives**

- 6.1 Give examples of the unique art forms that characterize the various ethnic groups in the United States and their religious beliefs and philosophical ideas throughout history.
- 6.2 Examine the common themes in American literature, using writings about and by Hemmingway, Fitzgerald, Lewis, St. Vincent Millay, Hughes and others.
- 6.3 Compare the non-violent "passive resistance" movements of Martin Luther King, Jr. and Mahatma Gandhi with political change forced through violence (i.e. Castro/Cuba, Mao Tse-Tung/China, American Revolution, Civil War, etc.).