

<p>SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-1.2.1 The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-1.2.2 Federal (national) and state governments have both separate and shared powers.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</p> <p><i>8th Grade Assessment</i></p>

<p>SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.1.2 To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.2.1 Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.3.1 Prices of goods and services are determined by supply and demand. The market price is reached when quantity supplied equals quantity demanded.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.4.1 The basic economic issues addressed by producers are production, distribution, and consumption of goods and services.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-3.4.3 Personal, national, and international economic activities are interdependent.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.1.2 Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas.</p> <p><i>8th Grade Assessment</i></p>

<p>SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.2.3 Regions can be different in size and defined in different ways. .</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.4.1 Technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area).</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-4.4.4 Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper).</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p> <p><i>8th Grade Assessment</i></p>

<p>SS-M-5.2.1 America’s diverse society began with the “great convergence” of European, African, and Native American people beginning in the late 15th century.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation. <i>8th Gr. Assess.</i></p>	<p>SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women’s rights movement).</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states’ rights) among sections of the U.S. resulted in the American Civil War.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p> <p><i>8th Grade Assessment</i></p>
<p>SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies..</p> <p><i>8th Grade Assessment</i></p>	<p>SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p> <p><i>8th Grade Assessment</i></p>