

**Main Criteria:** Nebraska Core Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Nebraska Core Academic Content Standards**

**Science**

Grade: **8** - Adopted: **2010**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.2.	Nature of Science
INDICATOR	8.1.2.	Students will apply the nature of science to their own investigations.
STRAND		Scientific Knowledge
GRADE LEVEL EXPECTATION	8.1.2.a.	Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.2.	Nature of Science
INDICATOR	8.1.2.	Students will apply the nature of science to their own investigations.
STRAND		Science and Society
GRADE LEVEL EXPECTATION	8.1.2.b.	Describe how scientific discoveries influence and change society  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.3.	Technology
INDICATOR	8.1.3.	Students will solve a design problem which involves one or two science concepts.

STRAND		Understanding of Technical Design
GRADE LEVEL EXPECTATION	8.1.3.h.	Recognize that solutions have intended and unintended consequences  <a href="#">Social Studies Online</a> The Amazon Rainforest - Part 2 - Older Grades
CONTENT STANDARD	NE.SC 2:	PHYSICAL SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
STRAND	2.2.	Force and Motion
INDICATOR	8.2.2.	Students will investigate and describe forces and motion.
STRAND		Motion
GRADE LEVEL EXPECTATION	8.2.2.a.	Describe motion of an object by its position and velocity  <a href="#">Social Studies Online</a> National Parks - West - Alaska & Hawaii
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.1.	Structure and Function of Living Systems
INDICATOR	8.3.1.	Students will investigate and describe the structure and function of living organisms.
STRAND		Behavior
GRADE LEVEL EXPECTATION	8.3.1.e.	Describe how plants and animals respond to environmental stimuli  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah The Amazon Rainforest - Part 1 - Older Grades
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	8.3.3.	Students will describe populations and ecosystems.
STRAND		Flow of Energy
GRADE LEVEL EXPECTATION	8.3.3.a.	Diagram and explain the flow of energy through a simple food web  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol
GRADE LEVEL EXPECTATION	8.3.3.b.	Compare the roles of producers, consumers, and decomposers in an ecosystem  <a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	8.3.3.	Students will describe populations and ecosystems.

<b>STRAND</b>		<b>Ecosystems</b>
<b>GRADE LEVEL EXPECTATION</b>	8.3.3.d.	Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
<b>GRADE LEVEL EXPECTATION</b>	8.3.3.e.	Recognize a population is all the individuals of a species at a given place and time  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol
<b>GRADE LEVEL EXPECTATION</b>	8.3.3.f.	Identify symbiotic relationships among organisms  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.3.</b>	<b>Flow of Matter and Energy in Ecosystems</b>
<b>INDICATOR</b>	<b>8.3.3.</b>	<b>Students will describe populations and ecosystems.</b>
<b>STRAND</b>		<b>Impact on Ecosystems</b>
<b>GRADE LEVEL EXPECTATION</b>	8.3.3.g.	Identify positive and negative effects of natural and human activity on an ecosystem  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
<b>CONTENT STANDARD</b>	<b>NE.SC 3:</b>	<b>LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.</b>
<b>STRAND</b>	<b>3.4.</b>	<b>Biodiversity</b>
<b>INDICATOR</b>	<b>8.3.4.</b>	<b>Students will identify characteristics of organisms that help them survive.</b>
<b>STRAND</b>		<b>Biological Adaptations</b>
<b>GRADE LEVEL EXPECTATION</b>	8.3.4.a.	Describe how an inherited characteristic enables an organism to improve its survival rate  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades

CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.4.	Biodiversity
INDICATOR	8.3.4.	Students will identify characteristics of organisms that help them survive.
STRAND		Biological Evolution
GRADE LEVEL EXPECTATION	8.3.4.b.	Recognize the extinction of a species is caused by the inability to adapt to an environmental change  <a href="#">Social Studies Online</a> The Amazon Rainforest - Part 2 - Older Grades
GRADE LEVEL EXPECTATION	8.3.4.c.	Use anatomical features of an organism to infer similarities among other organisms  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	8.4.2.	Students will investigate and describe Earth's structure, systems, and processes.
STRAND		Earth's Processes
GRADE LEVEL EXPECTATION	8.4.2.e.	Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	8.4.2.	Students will investigate and describe Earth's structure, systems, and processes.
STRAND		Use of Earth Materials
GRADE LEVEL EXPECTATION	8.4.2.h.	Classify Earth materials as renewable or nonrenewable  <a href="#">Social Studies Online</a> The Amazon Rainforest - Part 2 - Older Grades
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.3.	Energy in Earth's Systems
INDICATOR	8.4.3.	Students will investigate and describe energy in Earth's systems.
STRAND		Weather and Climate

GRADE LEVEL EXPECTATION	8.4.3.b.	Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)  <a href="#">Social Studies Online</a> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
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## Nebraska Core Academic Content Standards

### Social Studies

Grade: 8 - Adopted: 2012

CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.1.	Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
INDICATOR		Forms and Functions of Government
STRAND	SS 8.1.1.	Students will summarize the foundation, structure, and function of the United States government.
GRADE LEVEL EXPECTATION	SS 8.1.1.a.	Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	SS 8.1.1.d.	Explain how various government decisions impact people, places, and history  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization
CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.1.	Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
INDICATOR		Civic Participation
STRAND	SS 8.1.2.	Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.
GRADE LEVEL EXPECTATION	SS 8.1.2.b.	Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 8
CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.2.	Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
INDICATOR		Government
STRAND	SS 8.2.10.	Students will identify the roles and responsibilities of government in economic systems.
GRADE LEVEL EXPECTATION	SS 8.2.10.a.	Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)  <a href="#">Social Studies Online</a>

		Barcelona - English Barcelona - Espagnol
<b>CONTENT STANDARD</b>	<b>NE.SS.6.</b>	<b>Grades 6-8 (United States/World)</b>
<b>STRAND</b>	<b>SS 8.2.</b>	<b>Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Government</b>
<b>STRAND</b>	<b>SS 8.2.11.</b>	<b>Students will explain how tax revenues are collected and distributed.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.2.11.b.</b>	Identify institutions supported by tax dollars (e.g., schools, roads, police protection)  <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol
<b>CONTENT STANDARD</b>	<b>NE.SS.6.</b>	<b>Grades 6-8 (United States/World)</b>
<b>STRAND</b>	<b>SS 8.3.</b>	<b>Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Places and Regions</b>
<b>STRAND</b>	<b>SS 8.3.2.</b>	<b>Students will examine how regions form and change over time.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.3.2.a.</b>	Analyze physical and human characteristics of places and regions (e.g., climate, language)  <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Highlights of Paris – Grades 6 – 8 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.3.2.e.</b>	Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities  <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol Exploring Cuba London - City of Pomp & Majesty Highlights of Paris – Grades 6 – 8 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 2 - Older Grades Tokyo - City of Contrasts
<b>CONTENT STANDARD</b>	<b>NE.SS.6.</b>	<b>Grades 6-8 (United States/World)</b>
<b>STRAND</b>	<b>SS 8.3.</b>	<b>Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.</b>
<b>INDICATOR</b>		<b>Physical Systems</b>
<b>STRAND</b>	<b>SS 8.3.3.</b>	<b>Students will investigate how natural processes interact to create and change the natural environment</b>

GRADE LEVEL EXPECTATION	SS 8.3.3.a.	<p>Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)</p> <p><u>Social Studies Online</u>  Exploring Cuba  Galapagos Islands  La Selva Amazonica - Pte 1 (En Espagnol)  National Parks - West - Alaska &amp; Hawaii  National Parks West - Nevada, California  National Parks West - Wyoming, Utah  National Parks - WA, OR, ID, MT, CO  The Amazon Rainforest - Part 1 - Older Grades  The Amazon Rainforest - Part 2 - Older Grades</p>
CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Human Systems
STRAND	SS 8.3.4.	Students will analyze and interpret patterns of culture around the world.
GRADE LEVEL EXPECTATION	SS 8.3.4.a.	<p>Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)</p> <p><u>Social Studies Online</u>  The Amazon Rainforest - Part 2 - Older Grades</p>
CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Human/Environment Interaction
STRAND	SS 8.3.5.	Students will analyze how humans have adapted to different physical environments.
GRADE LEVEL EXPECTATION	SS 8.3.5.a.	<p>Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p> <p><u>Social Studies Online</u>  Exploring Cuba</p>
CONTENT STANDARD	NE.SS.6.	Grades 6-8 (United States/World)
STRAND	SS 8.3.	Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
INDICATOR		Application of Geography to Issues and Events
STRAND	SS 8.3.6.	Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.
GRADE LEVEL EXPECTATION	SS 8.3.6.a.	<p>Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p> <p><u>Social Studies Online</u>  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  La Selva Amazonica - Pte 1 (En Espagnol)  Ancient Rome</p>

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
<b>CONTENT STANDARD</b>	<b>NE.SS.6.(US)</b>	<b>Grades 6-8 (United States: Colonial America to the Progressive Era)</b>
<b>STRAND</b>	<b>SS 8.4.(US)</b>	<b>History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>
<b>INDICATOR</b>		<b>Historical Comprehension</b>
<b>STRAND</b>	<b>SS 8.4.2.(US)</b>	<b>Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.2.a.(US)</b>	Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)  <u>Social Studies Online</u> Washington, DC - Grades 6 - 8
<b>CONTENT STANDARD</b>	<b>NE.SS.6.(WLD)</b>	<b>Grades 6-8 (World: Beginnings to 1000 CE)</b>
<b>STRAND</b>	<b>SS 8.4.(WLD)</b>	<b>History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>
<b>INDICATOR</b>		<b>Chronological Thinking</b>
<b>STRAND</b>	<b>SS 8.4.1.(WLD)</b>	<b>Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.1.a.(WLD)</b>	Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Ancient Rome
<b>CONTENT STANDARD</b>	<b>NE.SS.6.(WLD)</b>	<b>Grades 6-8 (World: Beginnings to 1000 CE)</b>
<b>STRAND</b>	<b>SS 8.4.(WLD)</b>	<b>History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>
<b>INDICATOR</b>		<b>Historical Comprehension</b>
<b>STRAND</b>	<b>SS 8.4.2.(WLD)</b>	<b>Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.2.a.(WLD)</b>	Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the

		<p>world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)</p> <p><u>Social Studies Online</u>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Jerusalem - Then and Now (Older Grades)            Ancient Rome            Rome - The Eternal City</p>
<b>CONTENT STANDARD</b>	<b>NE.SS.6.(WLD)</b>	<b>Grades 6-8 (World: Beginnings to 1000 CE)</b>
<b>STRAND</b>	<b>SS 8.4.(WLD)</b>	<b>History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>
<b>INDICATOR</b>		<b>Multiple Perspectives</b>
<b>STRAND</b>	<b>SS 8.4.3.(WLD)</b>	<b>Students will analyze and interpret historical and current events from multiple perspectives.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.3.a.(WLD)</b>	<p>Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)</p> <p><u>Social Studies Online</u>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome</p>
<b>CONTENT STANDARD</b>	<b>NE.SS.6.(WLD)</b>	<b>Grades 6-8 (World: Beginnings to 1000 CE)</b>
<b>STRAND</b>	<b>SS 8.4.(WLD)</b>	<b>History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</b>
<b>INDICATOR</b>		<b>Historical Analysis and Interpretation</b>
<b>STRAND</b>	<b>SS 8.4.4.(WLD)</b>	<b>Students will identify causes of past and current events, issues, and problems.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.4.b.(WLD)</b>	<p>Evaluate alternative courses of action in world history (e.g., How were ideas and products diffused to other regions?)</p> <p><u>Social Studies Online</u>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.4.c.(WLD)</b>	<p>Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)</p> <p><u>Social Studies Online</u>            Ancient Greece</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>SS 8.4.4.d.(WLD)</b>	Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization,

		Unification of China, Boxer Rebellion) <u>Social Studies Online</u> Ancient Mayan Civilization
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