

6-8 Social Studies Standards/Benchmarks/Grade Level Expectations (GLE)

Updated 1/18/10

Standard 1: Demonstrate an understanding of culture and cultural diversity.		
Interval Benchmark 1: Identify the historical and cultural heritage of a nation.		
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Identify attributes of 5 main early Canadian groups' ways of making a living.	a. Defines culture.	a. Summarize what happens when different cultures meet.
b. Compare French and English settlements in Canada.	b. Compares our U.S. culture to cultures around the world.	b. Define characteristics of American culture.
c. Explain Latin America in relationship to the social pyramid.	c. Recognizes key historical events that have changed our nation.	c. Discuss French and Spanish influences in early and modern American cultures.
Interval Benchmark 2: Develop an awareness of cultural diversity.		
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Explain causes of the French/English conflict in Canada.	a. Explain causes of cultural conflict.	a. Summarize what happens when different cultures meet.
b. Explain how the social pyramid hindered Latin American development.	b. Discuss ways cultural conflict can be avoided.	b. Define characteristics of American culture.
c. Explain how loyalist moving into Canada changed Canada.	c.	c. Explain the effect of European colonization on native Americans and African Americans.
Standard 2: Identify continuity and change in the development of society.		
Interval Benchmark 1: Recognize that a nation is affected by its past history.		
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Identify the problems Quebec experienced as a result of the Revolutionary Period.	a. Compare the history of the United States to that of other countries.	a. Summarize how early explorations changed people's knowledge of world geography.
b. Explain the impact of the social pyramid in Latin America today.	b. Recognize patterns in history.	b. Explain the development of slave trade.
Interval Benchmark 2: Develop an understanding that different individuals may describe the same situation in different ways.		
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8

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a. Compare and contrast historical events from different points of view.	a. Compare and contrast historical events from different points of view (i.e. Holocaust – Jew/Nazi soldier).	a. Describe the goals of European countries in the New World.
b. Contrast social pyramid groups	b.	b. Describe what attracted people to the Americas.
c. Explain the impact of class distinction to passengers of the Titanic.		

Standard 3: Analyze the interactions of people, places, and environments.

Interval Benchmark 1: Create, interpret, use and distinguish various representations of the earth, such as maps and globes.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Interpret a timeline.	a. Create, use, and describe maps.	a. Review and interpret U.S. and world map locations.
b. Interpret map keys.	b. Interpret graphs.	b. Analyze information from graphs and charts.
c. Identify different types of maps and their uses.	c. Locate countries and bodies of water on maps.	c.
d. Read and explain information in graphs.	d.	d.

Interval Benchmark 2: Locate and describe varying landforms and geographic features and explain their relationships within the earth systems.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Explain how geographic features affect a nation’s landscape and development.	a. Describe the five themes of geography.	a. Review and interpret U.S. and world map locations.
b.	b. Describe the importance of climate to a region.	b. Analyze information from graphs and charts.
c.	c. Explain how geographic features affect a nation’s development.	c.

Standard 4: Demonstrate an understanding of the factors that shape individual development and identity.

Interval Benchmark 1: Identify and describe ways regional, ethnic, and national cultures influence individual’s daily lives.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Recognize diversity in others and different points of view.	a. Recognize diversity in others.	a. Define characteristics of American cultures.

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b.	b. Recognize how religion influences many governments throughout the world.	b. Compare the roles of colonial women and children to expectations of today.
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Interval Benchmark 2: Develop a sense of responsibility to self and others in order to function successfully in the local and world community.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
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a.	a. Debate and discuss values in a community.	a. Describe the legal system today.
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b.	b.	b. Describe early American governments.
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Standard 5: Analyze the interactions among individuals, groups, and institutions.

Interval Benchmark 1: Demonstrate an understanding of concepts such as role, status, and social class among individuals and social groups.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
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a. Explain how class and role impacted passengers on the Titanic.	a. Describe the different class systems in the United States and other cultures (i.e. Caste system in India)	a. Understand the effects of slavery on American society past and present.
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b. Analyze how the social pyramid impacted development of Latin America.	b.	b. Explain how distinct early American regions developed.
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c. Explain the impact of Quebec's potential separatism on the rest of Canada and the United States.	c.	c.
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Interval Benchmark 2: Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
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a.	a. Discuss the importance of the Environmental Protection Agency and their affect on U.S. history.	a. Describe the legal system today.
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b.	b.	b. Understand the structure of the United States system of government.
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Standard 6: Evaluate how people create and change structures of power, authority, and governance.

Interval Benchmark 1: Identify conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

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a. Analyze the effect of separatism in Quebec and its impact on Canada.	a. Compare and contrast conflict and cooperation in countries throughout the world.	a. Identify events that led to wars (French Indian, American Revolution, Civil War).
b.	b.	b. Identify events that led to the end of wars (French Indian, American Revolution).

Interval Benchmark 2: Identify and/or describe the basic features of world political systems.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Compare the types of government in the United States and Canada.	a. Explain democratic ideals.	a. Explain the influences Britain had on the development of American governmental ideas.
b.	b. Compare United States' type of government to other types of government.	b.

Standard 7: Analyze how people organize for the production, distribution, and consumption of goods and services.

Interval Benchmark 1: Develop an awareness of economic concepts to help explain historical and current developments and issues.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Define basic economic vocabulary (i.e. supply/demand, production, market prices).	a. Describe the importance of supply and demand.	a. Describe the importance of supply and demand.
b.	b.	b. Understand the impact of joint stock companies on early colonization.

Interval Benchmark 2: Explain the role that natural resources play in an economy.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Identify the consequences of reliance upon a single resource.	a. Defend the value of agriculture throughout the world.	a. Identify the natural resources in New England, Middle, and Southern colonies.
b. Identify renewable and non-renewable resources and their value to a region.	b. Identify renewable and non-renewable resources and their value to a region.	b. Understand how natural resources helped to develop unique trait in the colonies and a pull to the West.

Standard 8: Understand the connections among science, technology, and society.

Interval Benchmark 1: Describe the influence of culture on scientific and technological choices and advancements.

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Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Describe how inventions changed the economy of regions.	a. Describe how inventions have changed the world.	a. Describe how inventions have changed early American society.
c.	c. Discuss the importance of technology during the Agricultural Revolution.	c.

Interval Benchmark 2: Show specific examples of how science and technology have changed people's perceptions of the social and natural world.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Explain how advancements in medicine changed the tropics.	a. Explain how pollution, overpopulation, and depletion of our resources affect us in a technological world.	a. Explain the developments of new technologies and the effects on American society.
b. Explain how overpopulation affects Mexico today.	b.	b.

Standard 9: Analyze global connections and interdependence.

Interval Benchmark 1: Explain the causes, consequences, and possible solutions to past, present, and future global issues.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Explain how Mexico's migration today is tied to its past social pyramid.	a. Describe the relations between the United States and other countries.	a. Describes relationships between the colonies and Great Britain.
b.	b.	b. Describe the influence of Great Britain on the United States government.

Interval Benchmark 2: Describe the relationships and tensions among national and global interests.

Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Explain how settlers to a region affected the natives in the area.	a. Discuss problems that occur between government and why they happen.	a. Describe the results of global interest in the New World.

Standard 10: Apply ideals, principles, and practices of citizenship in a democracy.

Interval Benchmark 1: Explain various forms of citizens' action that has influenced public policy in the past and present.

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a. Identify current events that change or influence policy/opinion.	a. Analyze the influence of specific individuals on others.	a. Identify current events that change of influence policy and/or opinion.
b. Interpret political cartoons and relate to current issues.	b.	b.
c. Identify how unpopular leaders stay in power through voting.	c.	c.
Interval Benchmark 2: Develop an awareness of the basic tenets of the United State Government in relationship to other types of governments.		
Grade Level Expectations 6	Grade Level Expectations 7	Grade Level Expectations 8
a. Compare and contrast the governments of the United States and Canada.	a. Discuss the governments of other countries and how they are similar or different than the U.S. government.	a. Compare and contrast Articles of Confederation and the Constitution.
b. Compare and contrast a monarchy and a democracy.	b.	b. Compare and contrast U.S. government and British Parliament.