1st Nine Weeks/3rd Nine Weeks

Strand: GEOGRAPHY

Standard 1: PHYSICAL and SPATIAL - Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
G1 8.1 - Analyze the importance of the following navigation systems on the development of world civilizations: Amazon River, Mississippi River, Panama Canal, Rhine River, Suez Canal, Thames River, and Volga River.
G1 8.2 - Analyze a physical map or global projection created by geographer’s tools (e.g., astrolabe, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet).
G1 8.3 - Construct specialized maps using data (e.g., climate, population, political units, resources).
G1 8.4 - Locate specific places on maps and globes using grid points (longitude and latitude).

Standard 2: CULTURE and DIVERSITY - Students shall develop an understanding of how cultures around the world develop and change.
G2 8.1 - Analyze the work of writers and artists as examples of cultural heritage from communities around the world.
G2 8.2 - Research the contributions of people of various racial, ethnic and religious backgrounds (e.g., de Medici, Emperor Meiji, Matthew Perry, Saladin the Great).
G2 8.3 - Examine cultures to determine the level of assimilation and cultural exchange brought about by technological advances: printing press, telegraph, railroad, radio, television and Internet.

Strand: CIVICS

Standard 4: GOVERNMENT - Students shall develop an understanding of the forms and roles of government.
C4 8.1 - Analyze forms of government pertaining to the legislative, executive, and judicial branches: democracy, dictatorship, Monarchy, oligarchy, theocracy, and totalitarianism.
C4 8.2 - Research individuals and their roles in changing governments (e.g., Otto von Bismarck, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen).

Standard 5: CITIZENSHIP - Students shall develop an understanding of the rights and responsibilities of citizens.
C5 8.2 - Research national symbols from other nations of the world (e.g., national flags, statues, monuments).

Strand: HISTORY

Standard 6: HISTORY - Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.
H6 8.1 - Examine ways viewpoints expressed in political cartoons and other primary and secondary source documents have changed policy and public perception.
H6 8.2 - Compare historical events on a timeline to discover correlations.
H6 8.6 - Identify new technologies that made European exploration possible (e.g., astrolabe, cartography, caravel, compass).
H6 8.10 - Discuss the rise of absolute rulers and the divine right of kings (e.g., African, Asian, European).
H6 8.12 - Investigate influences on modern society of Enlightenment thinkers including but not limited to: John Locke, Baron de Montesquieu, and Jean Jacques Rousseau.
H6 8.13 - Examine the influence of Enlightenment ideas on revolutionary movements (e.g., American Revolution, French Revolution, Latin American revolutions, Revolutions of 1848).
H6 8.15 - Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS).
H6 8.22 - Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs.)
H6 8.31 - Illustrate the routes of European explorers during the Age of Exploration including, but not limited to: Christopher Columbus, Ferdinand Magellan, Vasco da Gama, Vasco Nuñez de Balboa, Bartolomeu Dias.
H6 8.35 - Compare and contrast historical and cultural maps of each continent (e.g., political boundaries, migration patterns, trade routes, colonization).
H6 8.36 - Describe the development of the Renaissance.
H6 8.37 - Examine contributions of Renaissance writers and artists including, but not limited to: Machiavelli, Michelangelo, Shakespeare, and da Vinci.

Strand: ECONOMICS

Standard 7: CHOICES - Students shall analyze the costs and benefits of making economic choices.

COSTS and BENEFITS
E7 8.1 - Analyze changing wants and needs of people over time.

Standard 8: RESOURCES - Students shall evaluate the use and allocation of human, natural, and capital resources.
E8 8.3 - Examine consequences of changing factors of production: human resources, capital resources, natural resources, and entrepreneurship.

Standard 9: MARKETS - Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.
E9 8.1 - Investigate functions of early banking systems (e.g., depository, usury, just price).
E9 8.5 - Evaluate advantages and disadvantages of global trade.

Strand: Reading – Historical Text – ELA in History/Social Studies CCSS – Grade 6-8

Instructional Focus: Key ideas and Details
RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Instructional Focus: Craft and Structure
RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social students.
RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, casually).
RH 6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Instructional Focus: Integration of Knowledge and Ideas
RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Instructional Focus: Range of Reading and Complexity of Text
RH 6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Strand: Writing in Social Studies/History Grades 6-8
Instructional Focus: Production and Distribution of Writing
WHST 6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST 6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST 6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Instructional Focus: Research to Build and Present Knowledge
WHST 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST 6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Instructional Focus: Range of Writing
WHST 6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2nd Nine Weeks/4th Nine Weeks

Strand: GEOGRAPHY
Standard 1: PHYSICAL and SPATIAL - Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
G1 8.3 - Construct specialized maps using data (e.g., climate, population, political units, resources).
G1 8.4 - Locate specific places on maps and globes using grid points (longitude and latitude).
G.1.8.5 - Analyze the influence of Earth’s physical features on the development of regions of the world.

Standard 2: CULTURE and DIVERSITY - Students shall develop an understanding of how cultures around the world develop and change.
G2 8.1 - Analyze the work of writers and artists as examples of cultural heritage from communities around the world.
G2 8.3 - Examine cultures to determine the level of assimilation and cultural exchange brought about by technological advances: printing press, telegraph, railroad, radio, television and Internet.

**Standard 3: INTERACTION OF PEOPLE AND ENVIRONMENT - Students shall develop an understanding of the interactions between people and their environment.**

G3 8.1 - Examine effects of push-pull factors on various regions (e.g., disease, resources, industrialization, technology).

G3 8.2 - Analyze the impact of ideas, information, and technology on global interdependence.

**Strand: CIVICS**

**Standard 4: GOVERNMENT - Students shall develop an understanding of the forms and roles of government.**

C4 8.1 - Analyze forms of government pertaining to the legislative, executive, and judicial branches: democracy, dictatorship, Monarchy, oligarchy, theocracy, and totalitarianism.

C4 8.2 - Research individuals and their roles in changing governments (e.g., Otto von Bismarck, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen).

**Standard 5: CITIZENSHIP - Students shall develop an understanding of the rights and responsibilities of citizens.**

C5 8.1 - Examine the influence of constitutions used by various nations.

C5 8.2 - Research national symbols from other nations of the world (e.g., national flags, statues, monuments).

**Strand: HISTORY**

**Standard 6: HISTORY - Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.**

H6 8.2 - Compare historical events on a timeline to discover correlations.

H6 8.3 - Examine Catholic Church policies that led to the Protestant Reformation (e.g., Great Schism, French papacy, indulgences, simony, lay investiture).

H6 8.4 - Investigate Protestant reformers: Martin Luther, Henry VIII, and John Calvin.

H6 8.5 - Describe the Counter reformation (e.g., Jesuits, Council of Trent, Inquisition).

H6 8.8 - Investigate the influence of the Ottoman Empire.

H6 8.10 - Discuss the rise of absolute rulers and the divine right of kings (e.g., African, Asian, European).

H6 8.11 - Analyze consequences of the triangular trade and the Columbian Exchange between Africa, the Americas, and Europe.

H6 8.14 - Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes).

H6 8.16 - Investigate 19th century social and political reform movements (e.g., abolition, education, extension of suffrage, labor movements, rise of socialism, temperance).

H6 8.22 - Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs.)

H6 8.31 - Illustrate the routes of European explorers during the Age of Exploration including, but not limited to: Christopher Columbus, Ferdinand Magellan, Vasco da Gama, Vasco Nuñez de Balboa, Bartolomeu Dias.

H6 8.32 - Illustrate the expansion of European imperialism: Africa, Asia, Australia, and Latin America.

H6 8.33 - Illustrate the triangular trade routes that developed in the Atlantic Ocean.
H6 8.35 - Compare and contrast historical and cultural maps of each continent (e.g., political boundaries, migration patterns, trade routes, colonization).
H6 8.39 - Describe the effects of imperialism and related nationalistic movements (e.g., Africa, Asia, Europe, Latin America).

**Strand: ECONOMICS**

*Standard 7: CHOICES - Students shall analyze the costs and benefits of making economic choices.*

*COSTS and BENEFITS*
E7 8.1 - Analyze changing wants and needs of people over time.

*Standard 8: RESOURCES - Students shall evaluate the use and allocation of human, natural, and capital resources.*
E8 8.3 - Examine consequences of changing factors of production: human resources, capital resources, natural resources, and entrepreneurship.

*Standard 9: MARKETS - Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.*
E9 8.5 - Evaluate advantages and disadvantages of global trade.
E9 8.7 - Examine changes in currencies over time and the resulting effect on global trade.
E9 8.8 - Evaluate the interaction of supply and demand.

**Strand: Reading – Historical Text – ELA in History/Social Studies CCSS – Grade 6-8**

*Instructional Focus: Key ideas and Details*
RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

*Instructional Focus: Craft and Structure*
RH 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social students.
RH 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, casually).
RH 6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

*Instructional Focus: Integration of Knowledge and Ideas*
RH 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

*Instructional Focus: Range of Reading and Complexity of Text*
RH 6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Strand: Writing in Social Studies/History Grades 6-8**

*Instructional Focus: Production and Distribution of Writing*
WHST 6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST 6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST 6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Instructional Focus: Research to Build and Present Knowledge**

WHST 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST 6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

**Instructional Focus: Range of Writing**

WHST 6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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8th Grade Arkansas History

Common Core State Standards

1st Nine Weeks/3rd Nine Weeks

**Strand: GEOGRAPHY**

**Content Standard 1: Students shall research the geographical regions of Arkansas.**

G1 AH.7-8.1 - Compare and contrast the six geographical land regions of Arkansas: Ozark Mountains (plateau), Ouachita Mountains, Arkansas River Valley, Mississippi Alluvial Plain, Crowley’s Ridge, and West Gulf Coastal Plain.

G1 AH.7-8.2 - Identify and map the major rivers of Arkansas.

G1 AH.7-8.3 - Describe factors contributing to the settlement of Arkansas (e.g., climate, water, accessibility).

G1 AH.7-8.4 - Research the origins of key place names in Arkansas (e.g. towns, counties, and landforms).

G1 AH.7-8.5 - Examine the economic effect of Arkansas’ natural resources: diamonds, bauxite, forestry products, and oil.

**Strand: Early Arkansas**

**Content Standard 2: Students shall examine the pre-territorial periods of Arkansas.**

EA2 AH.7-8.1 - Compare and contrast pre-historic cultures in Arkansas: Archaic, Woodland, and Mississippian traditions.

EA2 AH.7-8.2 - Identify significant elements in the success of pre-historic cultures in Arkansas: location and food sources.

EA2 AH.7-8.3 - Compare and contrast the cultural characteristics of early Indian tribes in Arkansas: Osage, Caddo, and Quapaw.

EA2 AH.7-8.4 - Identify Arkansas Post as the first permanent European settlement in Arkansas.

EA2 AH.7-8.5 - Discuss reasons for migration to pre-territorial Arkansas (e.g., Mississippi Bubble).
EA2 AH.7-8.6 - Discuss the changing ownership of Arkansas: Spain, France, United States.
EA2 AH.7-8.7 - Describe the effects of the New Madrid Earthquakes on Arkansas using primary and secondary sources and available technology.

Strand: Territorial Period to Statehood
Content Standard 4: Students shall examine factors related to statehood.
EA3 AH.7-8.1 - Explain the effects of the Missouri Compromise on Arkansas’s settlement patterns.
TPS4 AH.7-8.2 - Explain the advantages of territorial status (e.g., court system, government assistance, transportation, economy).
TPS4 AH.7-8.3 - Discuss the process leading to territorial status (e.g., Northwest Ordinance, township, sections).
TPS4 AH.7-8.4 - Identify the contributions of Arkansas' territorial officials: James Miller, Robert Crittenden, Henry Conway, James Conway, Ambrose Sevier, “The Family”
TPS4 AH.7-8.5 - Describe the movement of the territorial capital from Arkansas Post to Little Rock using available technology.
TPS4 AH.7-8.6 - Discuss the contribution of William Woodruff's, The Arkansas Gazette to the growth and development of Arkansas.
TPS4 AH.7-8.7 - Discuss the process to achieve statehood: petition for statehood, congressional approval, Michigan/Arkansas, June 15, 1836.
TPS4 AH.7-8.8 - Discuss the decline and removal of American Indian tribes in Arkansas.

2nd Nine Weeks/4th Nine Weeks

Strand: Secession through Reconstruction
Content Standard 5: Students shall examine the causes and effects of the Civil War on Arkansas.
SR5 AH.7-8.1 - Discuss the controversy leading to the secession of Arkansas (e.g., state leaders, cooperationists, Secession Convention, May 6, 1861).
SR5 AH.7-8.2 - Define confederation and identify the weaknesses of the Confederacy.
SR5 AH.7-8.3 - Discuss how the Union and Confederate governments exerted power to fight the war (e.g., draft, first income tax, wars recruitment).
SR5 AH.7-8.4 - Compare the Confederacy to the government under the Articles of Confederation.
SR5 AH.7-8.5 - Identify the contributions of noteworthy Arkansans during the Civil War period.
SR5 AH.7-8.6 - Explain the existence of dual governments in wartime Arkansas: Washington, Arkansas; Little Rock, Arkansas.
SR5 AH.7-8.7 - Identify the major Civil War battlefields in and near Arkansas.

Strand: Reconstruction through Progressive Era
Content Standard 6: Students shall identify political, social, and economic changes in Arkansas.
RP6 AH.7-8.2 - Describe the effects of sharecropping on society in Arkansas.
RP6 AH.7-8.3 - Describe the development of manufacturing and industry in Arkansas using available technology (e.g., railroad, timber, electricity).
RP6 AH.7-8.4 - Describe the economic challenges Arkansas farmers faced during the post-Reconstruction Period.
RP6 AH.7-8.5 - Describe the development of the public school system in Arkansas (e.g., Charlotte Stephens, Mifflin Gibbs).
RP6 AH.7-8.6 - Discuss the contributions of political leaders in Arkansas during the Progressive Era (e.g., Jeff Davis, Joe T. Robinson, Charles Brough, George Donaghey, Hattie Caraway).

**Strand: World War I through the 1920s**

**Content Standard 7: Students shall examine the political, social, and economic growth in Arkansas.**
W7 AH.7-8.1 - Describe the contributions of Arkansans in the early 1900s (e.g., troops to World War I, Field Kindley, Louise Thaden, Scott Joplin).
W7 AH.7-8.2 - Examine the economic effects of the oil boom on southern Arkansas.
W7 AH.7-8.3 - Explore the effects of tourism on the economy: Hot Springs, Ozarks, Murfreesboro diamond mines.

**Strand: Great Depression**

**Content Standard 8: Students shall discuss the effects of the Great Depression.**
GD8 AH.7-8.1 - Describe the economic and social effects of the 1927 flood on Arkansas using primary and secondary sources.
GD8 AH.7-8.2 - Describe the consequences of the 1930 drought on Arkansas using available technology.
GD8 AH.7-8.3 - Examine the results of bank closures on Arkansas.
GD8 AH.7-8.4 - Discuss the effects New Deal programs had on society in Arkansas during the Great Depression (e.g., Works Progress Administration, Civilian Conservation Corps, Civil Works Administration).
GD8 AH.7-8.5 - Explore the economic and social consequences of the Great Depression.

**Strand: WWII to Present**

**Content Standard 9: Students shall examine the effects of World War II and other events upon the modernization of Arkansas.**
WWP9 AH.7-8.1 - Identify contributions of Arkansans during World War II: military, wartime industry, and domestic food production to feed the military.
WWP9 AH.7-8.2 - Describe the social and economic effects of World War II on Arkansans.
WWP9 AH.7-8.3 - Research Japanese relocation camps and prisoner of war camps in Arkansas using available technology.
WWP9 AH.7-8.4 - Examine the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie).
WWP9 AH.7-8.5 - Identify political leaders and their major contributions after World War II (e.g., Sid McMath, Orval Faubus, J. William Fulbright, John McClellan, Winthrop Rockefeller, Wilbur Mills, Dale Bumpers, David Pryor, Bill Clinton, Mike Huckabee).
WWP9 AH.7-8.6 - Examine the economic development of Arkansas after World War II (e.g., timber industry, catfish farms, poultry industry, agriculture, retail, tourism, labor unions).
WWP9 AH.7-8.12 - Identify significant contributions made by Arkansans in the following fields: art, business, culture, medicine, and science.