

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

| CCRS Standard | Standard ID | Evidence of Student Attainment | Teacher Vocabulary | Knowledge | Skills | Understanding | ALEX Resources |
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| <p>1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people. Examples: cave paintings, Ice Man, Lucy, fossils, pottery</p> <ul style="list-style-type: none"> Identifying the founding of Rome as the basis of the calendar established by Julius Caesar and used in early Western civilization for over a thousand years Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, | <p>Geography, History World History to 1500 8.WH.1</p> | <p>Students:</p> <ul style="list-style-type: none"> Explain how artifacts and other archaeological findings provide evidence of the nature, social and family structures, and movements of prehistoric groups of people including prehistoric fossils, human remains such as mummies, human artwork, pottery and other human-made artifacts. Describe the relationship among various methods for describing historical and pre-historical time, including: the Julian calendar, the Gregorian | <ul style="list-style-type: none"> artifacts archaeological findings evidence Gregorian calendar Julian calendar nomadic agrarian monogamous polygamous prehistoric B.C.E. C.E. B.C. A.D. | <p>Students know:</p> <ul style="list-style-type: none"> How artifacts and other archaeological findings provide evidence of the nature of movement of prehistoric people. The historical basis for the Julian and Gregorian calendars. Various ways to describe historic and pre-historic time, including use of B.C.E. and C.E. Terms to describe characteristics of early societies and family structures (Ex. monogamous, polygamous, nomadic, agrarian). | <p>The students are able to:</p> <ul style="list-style-type: none"> Describe the difference between artifacts and fossils and how they are used by archeologists and historians. Use examples to explain the ways artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people. Describe time through the use of a variety to calendars and methods. Identify terms used to describe characteristics of early societies and family structures. | <p>Students understand that:</p> <ul style="list-style-type: none"> Archaeologists and historians use evidence left behind by prehistoric people to describe the nature of these people and their movements. The Gregorian and Julian calendars differ and various calendars use different dates as their starting points. There are a variety of ways to identify historical time. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
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| <p>signified by <i>B.C.</i> and <i>A.D.</i></p> <ul style="list-style-type: none"> Using vocabulary terms other than <i>B.C.</i> and <i>A.D.</i> to describe time Examples: <i>B.C.E.</i>, <i>C.E.</i> Identifying terms used to describe characteristics of early societies and family structures Examples: <i>monogamous</i>, <i>polygamous</i>, <i>nomadic</i> | | <p>calendar and associated use of <i>B.C.</i> and <i>A.D.</i>, use of <i>B.C.E.</i> and <i>C.E.</i></p> | | | | | |
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| <p>2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.</p> <ul style="list-style-type: none"> Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, | <p>Economics, Geography, History, Civics and Government World History to 1500 8.WH.2</p> | <p>Students:</p> <ul style="list-style-type: none"> Analyze and compare the characteristics of early civilizations in ancient Mesopotamia, Egypt, China, and India based on their natural environments, urban development, | <ul style="list-style-type: none"> technology early civilizations labor government developed division of labor cultural hearths | <p>Students know:</p> <ul style="list-style-type: none"> The characteristics of early civilizations, including natural environments, urban development, technology, division of labor and social hierarchies, types of government, ethical and religious belief | <p>The students are able to:</p> <ul style="list-style-type: none"> Analyze and compare early civilizations using a list of characteristics. Locate places on a map. | <p>Students understand that:</p> <ul style="list-style-type: none"> There are ways early civilizations developed to meet the demands of their environment and the needs of their people. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| <p>and Huang He River Valleys Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief systems, government and military institutions, economic systems</p> <ul style="list-style-type: none"> Identifying on a map locations of cultural hearths of early civilizations Examples: Mesopotamia, Nile River Valley | | <p>technology, division of labor and social hierarchies, types of government, ethical and religious belief systems, economic systems, calendar, and writings.</p> <ul style="list-style-type: none"> Locate and describe the cultural hearths of early civilizations including those in Mesopotamia and the Nile Valley. | <ul style="list-style-type: none"> natural environments urban development social hierarchy types of government ethical and religious belief systems economic systems | <p>systems, economic systems, calendar, and writings the similarities and differences among the civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang-He River valleys.</p> <ul style="list-style-type: none"> The locations of cultural hearths of early civilizations. | | | |
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| <p>3. Compare the development of early world religions and philosophies and their key tenets. Examples: Judaism, Hinduism,</p> | <p>History World History to 1500 8.WH.3</p> | <p>Students:</p> <ul style="list-style-type: none"> Compare the early world religions and philosophies, including the origins, | <ul style="list-style-type: none"> Judaism Diaspora covenant Greek gods | <p>Students know:</p> <ul style="list-style-type: none"> The origins, development, influence, spread, and cultural contributions of Judaism, Greek | <p>Students are able to:</p> <ul style="list-style-type: none"> Identify locations on a map or globe. Use maps to support | <p>Students understand that:</p> <ul style="list-style-type: none"> The history, key tenets, and beliefs of early world | <p>Click below to access all ALEX resources aligned to this standard.</p> |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
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| <p>Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods</p> <ul style="list-style-type: none"> Identifying cultural contributions of early world religions and philosophies Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians | | <p>development, influence, spread, and cultural contributions of each.</p> | <ul style="list-style-type: none"> Hinduism Buddhism Roman gods oracle Confucianism Daoism Legalism Islam Christianity Zen prophets messiah disciple apostle Darma Karma monotheism polytheism meditation reincarnation excommunicate monastery | <p>and Roman gods, Hinduism, Confucianism, Taoism, Buddhism, Christianity, and Islam.</p> | <p>conclusions about cultural groups.</p> | <p>religions and philosophies have influenced regional and world history.</p> | <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| | | | <ul style="list-style-type: none"> doctrine parable philosophies tenets | | | | |
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| <p>4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.</p> | <p>History, Civics and Government World History to 1500 8.WH.4</p> | <p>Students:</p> <ul style="list-style-type: none"> Analyze and compare cultural contributions of Classical Greece, including politics, intellectual life, arts, architecture, and science | <ul style="list-style-type: none"> cultural contributions Classical Greece politics intellectual life oligarchy democracy representative democracy direct democracy philosophy | <p>Students know:</p> <ul style="list-style-type: none"> The cultural contributions of Classical Greece, including the areas of politics, intellectual life, arts, literature, architecture, and science. The social and political structures of various city-states throughout Greece's Classical Era. The contribution of Greek democracy to the American system of government. | <p>Students are able to:</p> <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. Describe how geography influenced Greek culture. | <p>Students understand that:</p> <ul style="list-style-type: none"> There were many cultural contributions of Classical Greece, in government, politics, arts, history, philosophy, drama, literature, architecture, math, and science. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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| <p>5. Describe the role of Alexander the Great in the Hellenistic world. Examples: serving as political and military leader, encouraging cultural interaction,</p> | <p>Economics, Geography, History, Civics and Government</p> World History to 1500 8.WH.5 | <p>Students:</p> <ul style="list-style-type: none"> Evaluate the achievements, influence, and contributions of Alexander the Great and Hellenistic art, | <ul style="list-style-type: none"> Hellenistic economic impact successor kingdoms | <p>Students know:</p> <ul style="list-style-type: none"> The role of Alexander the Great played in the Hellenistic World. The economic impact of | <p>Students are able to:</p> Analyze textual evidence of primary and secondary sources. <ul style="list-style-type: none"> Locate places on a map. | <p>Students understand that:</p> <ul style="list-style-type: none"> The achievements, influences, and contributions of | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

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|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
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| <p>allowing religious diversity</p> <ul style="list-style-type: none"> Defining boundaries of Alexander the Great's empire and its economic impact Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms Evaluating major contributions of Hellenistic art, philosophy, science, and political thought | | <p>philosophy, science, and political thought.</p> | <ul style="list-style-type: none"> philosophy scientific thought political thought aristocracy oligarchy democracy Socratic method monarch tyrant city-state influence invasion inspiration conquer engineers artisans Epicureanism Stoicism drama playwright | <p>Alexander's empire.</p> <ul style="list-style-type: none"> The reasons for separation of Alexander's empire after his death. The major contributions of Hellenistic art, philosophy, science, and political thought. | <ul style="list-style-type: none"> Identify the boundaries of an empire and its political and economic impact. | <p>Alexander the Great and the Hellenistic Age had effects on later civilizations.</p> | |
| <p>6. Trace the expansion of the Roman Republic and its transformation</p> | <p>Economics, Geography, History, Civics</p> | <p>Students:</p> | <ul style="list-style-type: none"> Roman Republic | <p>Students know:</p> | <p>Student are able to:</p> | <p>Students understand that:</p> | <p>Click below to access all ALEX</p> |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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|--|--|---|---|---|---|---|--|
| <p>into an empire, including key geographic, political, and economic elements. Examples: expansion— illustrating the spread of Roman influence with charts, graphs, timelines, or maps transformation— noting reforms of Augustus, listing effects of Pax Romana</p> <ul style="list-style-type: none"> Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies | <p>and Government World History to 1500 8.WH.6</p> | <ul style="list-style-type: none"> Analyze the influence of the Roman Republic, including reforms and the Pax Romana. | <ul style="list-style-type: none"> transformation geographic, political, and economic elements spatial distributions | <ul style="list-style-type: none"> Details of the expansion of the Roman Republic and its transformation into an empire. Key geographic, political, and economic elements of the Roman Empire. The spatial distributions and patterns of the Roman Republic. How Rome gained control of the Mediterranean region events leading to the creation of a Roman empire. The reforms of Augustus. Effects of the Pax Romana. | <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. Analyze the effects of geography on culture. | <ul style="list-style-type: none"> The Roman Republic evolved from a republic into an empire, and it later expanded. | <p>resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
| <p>7. Describe the widespread impact of the Roman Empire. Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculptures and</p> | <p>Economics, Geography, History, Civics and Government World History to 1500 8.WH.7</p> | <p>Students:</p> <ul style="list-style-type: none"> Analyze the history and impact of the Roman Empire on later societies. | <ul style="list-style-type: none"> diffusion persecution doctrine external factors | <p>Students know:</p> <ul style="list-style-type: none"> The impact/influence of the Roman Empire on the world including cultural achievements. | <p>Students are able to:</p> <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. | <p>Students understand that:</p> <ul style="list-style-type: none"> The Roman Empire impacted and influenced | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
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| <p>paintings, literature, and the Latin language</p> <ul style="list-style-type: none"> Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its | | | | <ul style="list-style-type: none"> How to trace important aspects of the spread of Christianity such as how it relates to Judaism, its organization, and its doctrine. The reasons behind the decline and fall of Rome including economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the empire. Long-lasting Roman influences. The important aspects of Christianity in the Roman Empire, including how it relates to other religions and its influence on Roman society. The role of economics, politics, size/diversity, and societal changes in | <ul style="list-style-type: none"> Identify the effects of religious beliefs and practices on societies. Identify the cause and effect of economic changes on societies. | <p>later societies.</p> | |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|

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| decline and fall | | | | the decline and fall of Rome. | | | |
| <p>8. Describe the development of a classical civilization in India and China. Examples: India—religions, arts and literature, philosophies, empires, caste system China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions</p> <ul style="list-style-type: none"> Identifying the effect of monsoons on India Identifying landforms and climate regions of China Example: marking landforms and climate regions of China on a map | <p>Geography, History World History to 1500 8.WH.8</p> | <p>Students:</p> <ul style="list-style-type: none"> Describe the development of a classical civilizations in India and China and the influence of geography and economics on this development. | <ul style="list-style-type: none"> subcontinent dharma karma reincarnation caste filial piety classical civilization Varna enlightenment meditation nirvana Daoism Confucianism Legalism acupuncture oracle mandate of heaven | <p>Students know:</p> <ul style="list-style-type: none"> The development of a classical civilization in India and China. The climate and geography of India and China and the effects these had on the development of each region. The social and political impact of major groups on the development of India and China. The effects of religion and philosophy on Indian and Chinese societies and the effects of Indian and Chinese cultures and geographies on the development of religions and philosophies. | <p>Students are able to:</p> <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. Identify the effects of religious beliefs and practices on societies. Describe how geography influenced culture. | <p>Students understand that:</p> <ul style="list-style-type: none"> The civilizations in India and China development into advanced, sophisticated civilizations. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

| CCRS Standard | Standard ID | Evidence of Student Attainment | Teacher Vocabulary | Knowledge | Skills | Understanding | ALEX Resources |
|---|---|---|--|---|--|---|--|
| <p>9. Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian and the effect of the Byzantine Empire on art, religion, architecture, and law.</p> <ul style="list-style-type: none"> Identifying factors leading to the establishment of the Eastern Orthodox Church | <p>History, Civics and Government World History to 1500 8.WH.9</p> | <p>Students:</p> <ul style="list-style-type: none"> Identify and analyze influences of the Byzantine empire on later societies. | <ul style="list-style-type: none"> Byzantine Empire Constantine Justinian Theodora Eastern Orthodox Church Justinian Law Code Hagia Sophia Christianity Western Roman Catholic Church Byzantine Church icons excommunicate missionary | <p>Students know:</p> <ul style="list-style-type: none"> The factors that led to the rise of the Byzantine Empire examples of Byzantine influences on art, culture, religion, architecture, and law. The influence of major political leaders, including Emperors Constantine and Justinian The factors leading to the establishment of the Eastern Orthodox Church. | <p>Students are able to:</p> <ul style="list-style-type: none"> Understand textual evidence of primary and secondary sources. Locate places on a map. Identify the effects of religious beliefs and practices on societies. Determine how governmental policies impact an empire. Analyze the long-term impact of specific aspects of a culture. | <p>Students understand that:</p> <ul style="list-style-type: none"> The Byzantine Empire influenced art, culture, religion, architecture, and law. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
| <p>10. Trace the development of the early Russian state and the expansion of its trade systems. Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples</p> | <p>Economics, Geography, History, Civics and Government World History to 1500 8.WH.10</p> | <p>Students:</p> <ul style="list-style-type: none"> Explain the development of the early Russian state and the expansion of its trade systems. | <ul style="list-style-type: none"> Kievan Rus Muscovy conversion czars Mongols conquest | <p>Students know:</p> <ul style="list-style-type: none"> The factors that led to the development of the early Russian state. The importance of specific regions and cities on | <p>Students are able to:</p> <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. | <p>Students understand that:</p> <ul style="list-style-type: none"> There were important social and political developments of the early Russian | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

| CCRS Standard | Standard ID | Evidence of Student Attainment | Teacher Vocabulary | Knowledge | Skills | Understanding | ALEX Resources |
|---------------|-------------|--------------------------------|--------------------|-----------|--------|---------------|----------------|
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| of Central Asia, Mongol conquest, rise of czars | | | | <p>Russia's growth and economic development reasons for Russia's conversion to Orthodox Christianity.</p> <ul style="list-style-type: none"> Changes in Russian politics, including the rise of czars. The economic, political, and social impacts of the movement of groups in Central Asia. The effects of the Mongol conquest on early Russia. | <ul style="list-style-type: none"> Identify the effects of religious beliefs and practices on societies. Identify the cause and effect of political, social, and economic changes on a society. | state and this expanded its trading system. | |
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| <p>11. Describe early Islamic civilizations, including the development of religious, social, and political systems.</p> <ul style="list-style-type: none"> Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, | <p>Geography, History, Civics and Government World History to 1500 8.WH.11</p> | <p>Students:</p> <ul style="list-style-type: none"> Describe the spread and influence early Islamic civilizations. | <ul style="list-style-type: none"> Islam Muslim Muhammad Quran pilgrimage Shiite Sunni caliph mosque | <p>Students know:</p> <ul style="list-style-type: none"> The influence of Islamic beliefs and philosophy on social, political, and economic development of early Islamic civilizations. The ways Islamic civilizations and influence spread throughout the Middle East, | <p>Students are able to:</p> <ul style="list-style-type: none"> Analyze textual evidence of primary and secondary sources. Locate places on a map. Identify the effects of religious beliefs and practices on societies and | <p>Students understand that:</p> <ul style="list-style-type: none"> There were important developments and influences from the early Islamic civilizations. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resource |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| northern Africa, and western Europe | | | <ul style="list-style-type: none"> minaret oasis Mecca Medina jihad Sunnah Shariah Five Pillars of Islam tolerance calligraphy | northern Africa, and western Europe including through trade, invasion, and conquest. | political systems. | | |
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| 12. Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia. Examples: culture—describing the influence on art, architecture, language, and religion politics—describing changes in civil service economics—introducing patterns of trade | Economics, Geography, History, Civics and Government World History to 1500 8.WH.12 | <p>Students:</p> <ul style="list-style-type: none"> Describe and compare China's influences on Japanese, Korean, and Southeast Asian cultural, political, and economic development. | <ul style="list-style-type: none"> influences civil service warlord reform General Wendi bushido Shinto Zen samurai shogun typhoon | <p>Students know:</p> <ul style="list-style-type: none"> The cultural influences of China on Japan, Korea, and Southeast Asia, including: art, architecture, language, religion, and daily life. The political influences of China on Japan, Korea, and Southeast Asia, including civil service. The economic influences of | <p>Students are able to:</p> <ul style="list-style-type: none"> Understand textual evidence of primary and secondary sources. Locate places on a map. Identify the cause and effect of political, economic, and cultural actions. | <p>Students understand that:</p> <ul style="list-style-type: none"> China's cultural and political systems influenced Japan, Korea, and Southeast Asia. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

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| | | | <ul style="list-style-type: none"> • kamikaze • tsunami • Noh • daimyo • dynasty (Sui, Tang, Song) • Neo-Confucianism • Khan (Genghis, Kublai) • Mongols • Huns • Marco Polo • Zheng He | <p>China on Japan, Korea, and Southeast Asia, including: patterns of trade.</p> | | | |
| <p>13. Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures.</p> <ul style="list-style-type: none"> • Tracing the spread of language, religion, and customs from one African civilization to another | <p>Economics, Geography, History, Civics and Government World History to 1500 8.WH.13</p> | <p>Students:</p> <ul style="list-style-type: none"> • Compare the African civilizations of Ghana, Mali, and Songhai. | <ul style="list-style-type: none"> • matrilineal • trade • Dhow • interpreting • distribution maps • timeline • economic systems • extended family | <p>Students know:</p> <ul style="list-style-type: none"> • How geography, natural resources, movements of people, and trade influenced the early African civilization. • The most prevalent spiritual beliefs that existed in the early African civilizations. | <p>Students are able to:</p> <ul style="list-style-type: none"> • Understand textual evidence of primary and secondary sources. • Locate places on a map. • Describe how geography influenced culture. | <p>Students understand that:</p> <ul style="list-style-type: none"> • There were important developments in the early African civilizations of Ghana, Mali, and Songhai. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> • ALEX Resource s |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| <ul style="list-style-type: none"> Illustrating the impact of trade among Ghana, Mali, and Songhai Examples: using map symbols, interpreting distribution maps, creating a timeline | | | <ul style="list-style-type: none"> Sub-Saharan Sahel animism Swahili Bantu migrations clan tribe ancestor worship | | <ul style="list-style-type: none"> Create a timeline. Understand map symbols. Interpret distribution maps. Identify and trace trade and migration patterns on a map. | | |
| <p>14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes. Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy</p> <ul style="list-style-type: none"> Locating on a map sites of pre-Columbian cultures Examples: Maya, Inca, | <p>Economics, Geography, History, Civics and Government World History to 1500 8.WH.14</p> | <p>Students:</p> <ul style="list-style-type: none"> Analyze and compare pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes. | <p>pre-Columbian tribes (Olmec, Maya, Moche, Aztec, Inca, Anasazi, Iroquois) confederation conquistador mound builders Mississippian isthmus Montezuma</p> | <p>Students know: Key cultural aspects of various pre-Columbian groups, including the Olmecs, Mayas, Aztecs, Incas, and North American tribes. Migration and trade patterns for pre-Columbian groups location of pre-Columbian groups and the influence of geography on individual cultures. The influence of religion and spiritual beliefs on pre-Columbian culture, architecture, and art.</p> | <p>Students are able to: Understand textual evidence of primary and secondary sources. Locate places on a map. Describe how geography influenced culture. Understand map symbols and trace a series of events on a map. Describe the influence on art, architecture, language, and religion.</p> | <p>Students understand that: There were important developments in the pre-Columbian civilizations of the Olmec, Maya, Aztec, Inca, Inuit, and North American tribes.</p> | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

| CCRS Standard | Standard ID | Evidence of Student Attainment | Teacher Vocabulary | Knowledge | Skills | Understanding | ALEX Resources |
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| Inuit, Creek, Cherokee | | | | | | | |
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| <p>15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000 A.D.). Examples: invasions, military leaders</p> <ul style="list-style-type: none"> • Describing the role of the early medieval church • Describing the impact of new agricultural methods on manorialism and feudalism | <p>Economics, History, Civics and Government World History to 1500 8.WH.15</p> | <p>Students:</p> <ul style="list-style-type: none"> • Give examples of the influences of military, governmental, social, and economic events that shaped Europe in the early Middle Ages (600-1000). | <ul style="list-style-type: none"> • manorialism • feudalism • concordat • Eurasia • topography • three field succession • Franks • Germanic tribes • Vikings • chivalry • vassal • Patrick • Benedict • Charlemagne • William the Conquer • Eleanor of Aquitaine | <p>Students know:</p> <ul style="list-style-type: none"> • Military events that influenced the early Middle Ages in Europe, including invasions and military leaders. Governmental events that influenced the early Middle Ages in Europe. • Social events that influenced the early Middle Ages in Europe, including the role of the early medieval church. • Economic events that influenced the early Middle Ages in Europe, including the impact of new agricultural methods, changes in feudalism, and changes in manorialism. | <p>Students are able to:</p> <ul style="list-style-type: none"> • Understand textual evidence of primary and secondary sources. • Locate places on a map. • Describe the ways military, governmental, social, and economic events can influence a country. • Identify the effects of religious beliefs and practices on societies. • Identify how religious beliefs affect government. | <p>Students understand that:</p> <ul style="list-style-type: none"> • There were important influences from the military, governmental, social, and economic events in the early Middle Ages in Europe (600-1000 A.D.). | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> • ALEX Resource |
| <p>16. Describe major cultural changes in Western Europe in the</p> | <p>Economics, Geography, History, Civics</p> | <p>Students:</p> | <ul style="list-style-type: none"> • Holy Roman Empire | <p>Students know:</p> | <p>Students are able to:</p> | <p>Students understand that:</p> | <p>Click below to access all ALEX</p> |

Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| <p>High Middle Ages (1000-1300 A.D.). Examples: the Church, scholasticism, the Crusades</p> <ul style="list-style-type: none"> Describing changing roles of church and governmental leadership Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta Describing the growth of trade and towns resulting in the rise of the middle class | <p>and Government World History to 1500 8.WH.16</p> | <ul style="list-style-type: none"> Analyze religious, political, and economic developments that lead to major cultural changes in Western Europe in the High Middle Ages (1000-1300 A.D.). | <ul style="list-style-type: none"> Magna Carta High Middle Ages William the Conqueror King John Philip II jury (grade, trial) clergy friar sacraments Dominicans Thomas Aquinas theology Scholasticism anti-Semitism Crusades | <ul style="list-style-type: none"> Religious influences on Western Europe in the High Middle Ages, including the changing role of the Catholic Church and the Crusades. Political influences on Western Europe in the High Middle Ages, including the changing roles of governmental leaders, the signing of the Magna Carta, and the differing political developments in France, England, and the Holy Roman Empire. The ways agriculture improved and the influence this had on the growth of cities and towns. How the growth of cities and towns lead to increased trade and the expansion | <ul style="list-style-type: none"> Understand textual evidence of primary and secondary sources. Locate places on a map. Describe how geography influenced culture. Create a timeline. Understand map symbols. Identify the effects of religious beliefs and practices on societies. Identify how religious beliefs affect government. | <ul style="list-style-type: none"> Religion, political developments, and economics led to changes in European society during the High Middle Ages. | <p>resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |
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Grade 8 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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| | | | | <p>of the middle class.</p> <ul style="list-style-type: none"> Social changes that influenced Western Europe in the High Middle Ages, including the rise of scholasticism. | | | |
| <p>17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance. Examples: the Crusades, Hundred Years' War, Black Death, rise of the middle class, commercial prosperity</p> <ul style="list-style-type: none"> Identifying changes in the arts, architecture, literature, and science in the late Middle Ages (1300-1400 A.D.) | <p>Economics, History, Civics and Government World History to 1500 8.WH.17</p> | <p>Students:</p> <ul style="list-style-type: none"> Analyze events and conditions of the late Middle Ages and explain how these led to the origins of the Renaissance. | <ul style="list-style-type: none"> foster origins Renaissance Middle Ages Gothic pandemic Inquisition vernacular heresy plague King Edward III Battle of Crécy Joan of Arc War of the Roses | <p>Students know:</p> <ul style="list-style-type: none"> How the new prosperity of the late Middle Ages enabled the expansion of religious wealth and influence. The effects of the Crusades on Europe. The social and economic impact of the Black Death. The cause and effect of the Hundred Years' War. Identify changes in the arts, architecture, literature, and science in the late Middle Ages. | <p>Students are able to:</p> <ul style="list-style-type: none"> Understand textual evidence of primary and secondary sources. Locate places on a map. Compare and contrast historical events. Analyze historical events for cause and effect. | <p>Students understand that:</p> <ul style="list-style-type: none"> Events and changes in the late Middle ages led to the origins of the Renaissance. | <p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources |

Grade 8 Social Studies

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| | | | | <ul style="list-style-type: none"> • Changes in intellectual thought and economic prosperity that lead to an increase in education among most social groups. • Economic changes that resulted in a larger middle class and greater commercial prosperity. | | | |