

Saddlebrook Preparatory School
Social Studies Curriculum
Grade 8

A. Major Concepts/Content

The purpose of this curriculum is to ensure that students understand concepts related to

- time, continuity, and change [History];
- people, places, and environments [Geography];
- government and the citizens [Civics and Government];
- production, distribution, and consumption [Economics].

B. Course Requirements

These requirements include the Benchmarks from the Sunshine State Standards most relevant to eighth grade. After successfully completing this grade, the student will be able to demonstrate an understanding to include the following:

Strand A: Time, Continuity, and Change [History]

- understands ways patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables, and graphs.
- evaluates sources of information for a purpose (for example, relevance, reliability, accuracy, objectivity).
- knows ways to develop and support a point of view based on a historical event.
- compares and contrasts ways Eastern and Western political, economic, and social institutions impact life in the United States.
- understands factors involved in the development of cities and industries in the United States.
- knows the role of physical and cultural geography in shaping events in the United States (for example, environmental and climatic influences on settlement of the colonies, the American Revolution, the Civil War, western settlement, immigration patterns, urbanization).
- understands the impact of significant people, events and ideas on the development of the United States (for example, Thomas Jefferson, Manifest Destiny, Andrew Carnegie, Martin Luther King, the Great Depression, isolationism).
- understands ways state and federal policy influenced various Native American nations throughout United States history (for example, Cherokee and Choctaw removals, loss of Native American homelands, Black Hawk War, removal policies in the Old Northwest).

Strand A: Time, Continuity, and Change [History]

- understands ways Florida has allocated and used resources and the consequences of those economic decisions (for example, the development of transportation systems such as state and county highways. Preference for tourism over heavy industry leading to a service economy).
- knows the causes and consequences of urbanization that occurred in the United States after 1880 (for example, industrialization; consequences such as poor living conditions in cities, health and safety aspects of working conditions).
- understands ways immigration and settlement patterns have shaped the history of Florida.(for example, early Spanish settlements, influx of retirees, Cuban refugees into South Florida).
- knows characteristics of Florida’s growing and diverse population centers (for example, Jacksonville, Miami, Orlando, Tampa).
- knows unique geographic and demographic characteristics that define Florida as a region (for example, the Everglades, Latin American influence in South Florida).
- knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state (for example, degradation of the Everglades).
- understands ways the interactions of societies and cultures have influenced Florida’s history (for example, early Spanish missions converting Native Americans to Christianity).

Strand B: People, Places, and Environments [Geography]

- extends and refines use of various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information about the United States (for example, tracing the Oregon Trail).
- extends and refines ability to use mental maps of the United States and Florida (for example, from memory identifies the three largest population centers and their general location).
- knows ways the social, political, and economic divisions of the United States have changed over time (for example, the growth in the number of states).
- knows examples of migration and cultural diffusion in United States history.

Strand C: Government and the Citizen [Civics and Government]

- knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
- understands major ideas about why government is necessary and the purposes government should serve.
- understands ways the legislative, executive, and judicial branches share power and responsibilities (for example, each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
- knows the major parts of the federal system including the national government, state governments, and other governmental units (for example, District of Columbia, American tribal governments, the Virgin Islands).

Strand C: Government and the Citizen [Civics and Government]

- knows the major responsibilities and understands the organization of Florida's state and local governments.
- understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good (for example, Florida's Government in the Sunshine law, limits on campaign contributions).
- understands the history of the rights, liberties, and obligations of citizenship in the United States (for example, rights and liberties outlined in the Bill of Rights, serving on jury duty).
- understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (for example, the right to vote, to hold public office, to serve on juries).
- understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (for example, whether a clear and present danger exists and whether national security is at risk).
- understands ways to contact government representatives and why it is important to do so (for example, knows which level of government to contact to express opinions or to get help on a specific problem).
- understands the importance of participation in community service, civic improvement, and political activities (for example, becoming informed about qualifications of candidates).
- understands ways current issues affect political, social, and economic systems in the United States.

Strand D: Production, Distribution, and Consumption [Economics]

- knows options and resources available for consumer protection (for example, consumer protection agencies, newspaper consumer hotlines).
- understands advantages and disadvantages of various kinds of credit (for example, credit cards, bank loans, financing with no payment for 6 months).
- understands a variety of factors to consider when making wise consumer decisions (for example, cost, performance, reliability).
- analyzes the impact of economic decisions in the United States (What goods and services will be produced? How will they be produced? Who will buy them?).
- knows the various kinds of specialized institutions that exist in market economies (for example, corporations, labor unions, banks, stock markets).