

# GRADE 8- AMERICAN CULTURES I

## OVERVIEW

The focus of American Cultures I is the growth and development of the United States of America starting with colonial life and continuing through with our struggle for independence, the Constitution and Bill of Rights, Westward movement, and a thorough presentation of the Civil War and Reconstruction. Threaded through the course are the fundamentals of United States democracy, political and economic systems, government, and geography. Advanced map and globe skills are essential and will play an important part in students' interest levels. There are also opportunities of integration with the eighth grade religion course

Current events are an integral part of the curriculum and should be reviewed and discussed on a regular basis, keeping in perspective the suitability of the topic for the grade level. Current events should reflect themes from other content areas as well.

## ESSENTIAL QUESTIONS

### Geography

1. How does knowledge of geography and geographic principles impact the study of American history?
2. How did geography impact the outcome of significant conflicts in American history?
3. How did early European exploration contribute to knowledge of the world?
4. In what ways did geography influence the outcomes of major military campaigns?

### History

5. Why is the Age of Exploration considered a turning point in history?
6. How did European colonization impact civilizations in Africa and the Americas?
7. How did the development of the British colonies in North America effect both the colonies and Great Britain?
8. Why did people move west in the 1800s?
9. How does the purpose of war affect the outcome of war?
10. How did the idea of Manifest Destiny impact cultures outside of the United States?

### Civics, Government, and Society

11. How does the federalist system affect American citizens?
12. What social changes altered lifestyles in the 1800s?
13. How did the idea of Manifest Destiny impact the development of American government, society, and identity?
14. What rights and responsibilities to citizens have in a democratic society?
15. In what ways did compromise affect the foundation of American government?
16. Why is a Bill of Rights important for a Constitution?
17. What lasting effects did Reconstruction leave in Southern society?

### Economics

18. How did economic motives contribute to settling, exploring, and colonizing the Americas?
19. In what ways did economics influence politics in specific periods of American history?
20. How did the transportation revolution contribute to the development of American society in the Antebellum period?

**SOCIAL STUDIES CURRICULUM GUIDELINES  
GRADE 8**

Topic I: The World - A Geographic Overview

Trimesters Covered						Pennsylvania Standards
1		2		3		Topic I
<p>A. The Earth – Geographic Overview</p> <ol style="list-style-type: none"> <li>1. Five themes of geography               <ol style="list-style-type: none"> <li>a. Location</li> <li>b. Description of place</li> <li>c. Human-environment interaction</li> <li>d. Movement</li> <li>e. Regions</li> </ol> </li> <li>2. Map and Globe Skills               <ol style="list-style-type: none"> <li>a. Name and locate hemispheres, continents, oceans, seas, and major river systems</li> <li>b. Types of maps                   <ol style="list-style-type: none"> <li>i. Physical</li> <li>ii. Political</li> <li>iii. Landform</li> <li>iv. Distribution</li> <li>v. Topographical/contour</li> <li>vi. Resource</li> </ol> </li> </ol> </li> </ol> <p>B. Map terminology</p> <ol style="list-style-type: none"> <li>1. Cardinal directions</li> <li>2. Intermediate directions</li> <li>3. Scale</li> <li>4. Symbol</li> <li>5. Map key/legend</li> <li>6. Longitude</li> <li>7. Latitude</li> <li>8. Equator</li> <li>9. Prime Meridian</li> <li>10. Parallels</li> <li>11. Degrees</li> </ol> <p>C. Geographical Features</p> <ol style="list-style-type: none"> <li>1. Landforms– i.e. plain, plateau, mountain, etc.</li> <li>2. Bodies of Water – ocean, river, lake, mouth, source, etc.</li> <li>3. Vegetation</li> <li>4. Climate               <ol style="list-style-type: none"> <li>a. Define climate</li> </ol> </li> </ol>						<p><b><u>Geography</u></b> <b>7.1.8A</b></p>

b. Types of climates a) Polar b) Temperate c) Tropical						
<b>Topic II: Exploration and Colonization of America</b>						
Trimesters Covered						Pennsylvania Standards
1		2		3		Topic II
A. Describe early European exploration and colonization, and the resulting cultural and ecological interactions  B. Demonstrate understanding of how the stages of European oceanic and overland exploration from 1492 to 1700 occurred amid international rivalries.  1. Trace routes taken by early explorers, from the 15 <sup>th</sup> through the 17 <sup>th</sup> centuries, around Africa, to the Americas, and across the Pacific. 2. Evaluate the significance of Columbus’s voyages and his interactions with indigenous peoples to develop a new culture 3. Analyze the consequences of the “Columbian Exchange”  C. Explain and evaluate the Spanish interactions with indigenous peoples						<b><u>Geography</u></b> <b>7.1.8.B</b> <b>7.2.8.A</b> <b>7.3.8.A</b> <b>7.4.8.B</b>  <b><u>History</u></b> <b>8.1.8.A</b>
<b>Topic III: Settlement/Colonization</b>						
Trimesters Covered						Pennsylvania Standards
1		2		3		Topic III
A. Describe the early arrival of Europeans and Africans in the Americas, and explain how these people interacted with Native Americans  1. Demonstrate understanding of how diverse immigrants affected the formation of European colonies  a. Compare the English, French, and Dutch motives for exploration and colonization with those of the Spanish b. Trace the arrival of Africans in the English colonies in the 17 <sup>th</sup> century and the rapid increase of slave importation in the 18 <sup>th</sup> century						<b><u>Geography</u></b> <b>7.1.8A</b> <b>7.2.8A</b> <b>7.3.8.A</b> <b>7.4.8.A</b> <b><u>History</u></b> <b>8.1.8.B</b> <b>8.2.8.C-D</b> <b>8.3.8.A, D</b> <b>8.4.8.A-D</b>

2. Demonstrate understanding of family life, gender roles and women’s rights in Colonial North America
  - a. Explain how and why family and community life differed in various regions of colonial North America
  - b. Analyze gender roles in different regions of colonial North America and how these roles changed from 1600 to 1760

**Civics**  
**5.1.8.A-F**  
**5.2.8.A-D**  
**5.3.8.A-J**  
**5.4.8.A-D**

3. Demonstrate understanding of the European struggle for control of North America
  - a. Compare how English settlers interacted with Native Americans in various colonial regions
  - b. Analyze relationships between Native Americans and Spanish, English, French and Dutch settlers
  - c. Analyze of various Native American societies changed due to the expanding European settlements and how Native Americans influenced European societies
  - d. Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the French and Indian War (Seven Years’ War)

**Economy**  
**6.1.8B**  
**6.2.8A-C, F, G**  
**6.4.8B-D**  
**6.5.8F**

**B. Describe the role of political institutions and religious freedom in the North American colonies**

1. Demonstrate understanding of the rise of individualism, the roots of representative government, and how political rights were defined
  - a. Analyze how the rise of individualism affected the ideal of community
  - b. Explain how the growth of individualism challenged European ideas of hierarchy and deference and contributed to the cornerstone of American government
  - c. Compare how early colonies were established and governed
  - d. Explain the impact of the Magna Carta, English Bill of Rights, English Civil War and the Glorious Revolution on the colonies
2. Demonstrate understanding of religious diversity in the colonies and how ideas about religious freedom evolved
  - a. Explain how Puritanism shaped New England communities and how it changed during the 17<sup>th</sup> century
  - b. Trace and explain the evolution of religious freedom in the English colonies
3. Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments

**C. Analyze how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the colonies**

<ol style="list-style-type: none"> <li>1. Demonstrate understanding of colonial economic life and labor systems in the Americas <ol style="list-style-type: none"> <li>a. Identify the major economic regions in the Americas and explain how labor systems shaped them</li> <li>b. Define mercantilism and explain how it influenced patterns of economic activity</li> </ol> </li> <li>2. Demonstrate understanding of economic life and the development of labor systems in the English colonies <ol style="list-style-type: none"> <li>a. Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, in mid-Atlantic, and lower South</li> <li>b. Analyze how the early Navigation Acts affected economic life in the colonies</li> <li>c. Compare the characteristics of free labor, indentured servitude, and slavery</li> </ol> </li> <li>3. Demonstrate understanding of African life under slavery <ol style="list-style-type: none"> <li>a. Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean</li> <li>b. Analyze how African Americans drew upon their African past to develop a new culture</li> <li>c. Analyze overt and passive resistance to slavery</li> <li>d. Analyze African American participation and reactions to slavery during the American Revolution</li> </ol> </li> </ol>						
<b>Topic IV: Establishment of the New Nation</b>						
Trimesters Covered						Pennsylvania Standards
1		2		3		Topic IV
<p>A. Demonstrate understanding of the institutions and practices of government created during the revolution and how they were revised between 1776 and 1820 to create the foundation of the American Political System</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the creation state and national governments <ol style="list-style-type: none"> <li>a. Assess the accomplishments and failures of the Continental Congress</li> <li>b. Analyze the arguments over the Articles of Confederation</li> <li>c. Assess the importance of the Northwest Ordinance</li> </ol> </li> </ol>						<p><b><u>Geography</u></b>  <b>7.1.8.B</b>  <b>7.2.8.A</b>  <b>7.3.8.A</b>  <b>7.4.8.B</b></p> <p><b><u>History</u></b>  <b>8.2.8C-D</b>  <b>8.3.8A-C</b></p>

<p>2. Demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government it established</p> <ol style="list-style-type: none"> <li>Analyze the factors involved in calling the Constitutional Convention, including Shays' Rebellion</li> <li>Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure the approval of the constitution</li> </ol> <p>3. Demonstrate understanding of the guarantees of the Bill of Rights and its continuing significance</p> <p>B. Demonstrate understanding of and causes for the development of the first American party system</p> <ol style="list-style-type: none"> <li>Compare the leaders and the social and economic composition of each party</li> <li>Compare the different views of the two parties on the central economic and foreign policy issues of the 1790s</li> </ol> <p>C. Demonstrate understanding of the development of the Supreme Court's powers and significance of John Marshall's precedent-setting decisions from 1789 and 1820</p>	<p><b><u>Civics</u></b>  <b>5.1.8.A-F</b>  <b>5.2.8.A-D</b>  <b>5.3.8.A-J</b>  <b>5.4.8.A-D</b></p> <p><b><u>Economy</u></b>  <b>6.2.8B, C, E</b>  <b>6.4.8B, D, F</b></p>
---	--

**Topic V: Expansion**

Trimesters Covered						Pennsylvania Standards
1		2		3		Topic V

<p>A. Demonstrate understanding of United States territorial expansion between 1801 and 1861, and how it affected relations with other cultures</p> <ol style="list-style-type: none"> <li>Demonstrate understanding of the international background and consequences of the Louisiana Purchase, war of 1812, and the Monroe Doctrine <ol style="list-style-type: none"> <li>Analyze Napoleon's reasons for selling Louisiana to the United States</li> <li>Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana and its exploration by Lewis and Clark</li> <li>Compare President Madison's reasons for declaring war in 1812, and the sectional divisions over the war</li> <li>Identify the origins and explain the provisions of the Monroe Doctrine</li> </ol> </li> </ol>	<p><b><u>Geography</u></b>  <b>7.1.8.B</b>  <b>7.2.8.A</b>  <b>7.3.8.A</b>  <b>7.4.8.A-B</b></p> <p><b><u>History</u></b>  <b>8.3.8.A-C</b>  <b>8.4.8.A-D</b></p> <p><b><u>Civics</u></b>  <b>5.1.8.A-F</b>  <b>5.2.8.A-D</b>  <b>5.3.8.A-J</b></p>
--	---

<p>2. Demonstrate understanding of federal and state Native American policies and the strategies for survival forged by Native Americans</p> <ol style="list-style-type: none"> <li>Analyze the impact of the removal and resettlement on Native Americans such as the Cherokee and the Choctaw</li> <li>Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian Era</li> <li>Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance</li> </ol> <p>3. Demonstrate understanding of the ideology of Manifest Destiny, the nation’s expansion to the Northwest, and the Mexican-American War</p> <ol style="list-style-type: none"> <li>Compare and explain President James K. Polk’s resolution of the Oregon dispute with Great Britain and his initiation of war with Mexico</li> <li>Explain the causes of the Mexican-American War, the sequence of events leading to the outbreak of hostilities, and the provisions and consequences of the Treaty of Guadalupe Hidalgo</li> <li>Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation</li> <li>Explain the diplomatic and political developments that led to the resolution of conflicts with European powers in the period 1815-1850</li> </ol> <p>B. Demonstrate understanding of the extension, restriction, and reorganization of political democracy after 1800</p> <p>1. Demonstrate understanding of the changing character of American political life in “the age of the common man”</p> <ol style="list-style-type: none"> <li>Explain why the election of Andrew Jackson was considered a victory for the “common man”</li> <li>Relate the increasing popular participation in state and national politics to the spreading idea that adult white males were entitled to political participation</li> <li>Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans</li> <li>Analyze the influence of the West on the heightened emphasis on equality in the political process</li> <li>Analyze how Jackson’s veto of the U.S. Bank re-charter and his actions in the nullification crisis contributed to the revolt against “King Andrew” and the rise of the Whig party</li> </ol> <p>2. Demonstrate understanding of how the debates over slavery influenced politics and sectionalism</p> <ol style="list-style-type: none"> <li>Explain the Missouri Compromise and evaluate its political consequences</li> <li>Explain how tariff policy and issues of states’ rights influenced party development and promoted sectional differences in the Antebellum period</li> </ol>	<p><b>5.4.8.A-D</b></p> <p><b><u>Economy</u></b>  <b>6.2.8.F, G</b>  <b>6.3.8.D</b>  <b>6.4.8.D</b>  <b>6.5.8.A, B, E, F</b></p>
---	--

- c. Analyze the debates over slavery – from agitation over the “gag rule” of the late 1830s through the war with Mexico – strained national cohesiveness and fostered rising sectionalism

C. Describe the sources and character of reform movements in the Antebellum period and what the reforms accomplished or failed to accomplish

1. Demonstrate understanding of the abolitionist movement
  - a. Analyze the impact of the Haitian Revolution and the ending of the foreign slave trade on African Americans
  - b. Analyze the changing ideas about race and nationality, and assess the influence of proslavery and antislavery ideologies
  - c. Analyze the content and importance of literature to the abolitionist movement
2. Demonstrate understanding of how the Second Great Awakening, transcendentalism, and utopianism affected reform
  - a. Explain the importance of the Second Great Awakening and assess the importance of its principal leaders
  - b. Assess the impact of the Second Great Awakening on Antebellum issues such as public education, temperance, women’s suffrage, abolition, and commercialization
  - c. Analyze ideas concerning the individual, society, and nature expressed in the literary works of major transcendentalists
  - d. Examine the relevance of the Great Awakeners’ ideas for contemporary American society
3. Demonstrate understanding of changing gender roles and the roles of diverse groups of women
  - a. Analyze the roles of women in the reform movements of education, abolition, temperance, and women’s suffrage
  - b. Compare the changing roles of women of different racial, regional, and social groups and their involvement in the reform movements of the Antebellum era
  - c. Analyze the goals of the 1848 Seneca Falls “Declaration of Sentiments” and Evaluate its impact on society

D. How the industrial revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

1. Demonstrate understanding of how the factory system and the transportation and market revolutions shaped regional patterns of economic development
  - a. Explain the major technological developments which revolutionized transportation
  - b. Analyze the effects of the transportation revolution on the American society, the global economy, and the environment

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>c. Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvement</li><li>d. Explain how economic policies related to expansion served different regional interests and contributed to growing political and sectional differences in the Antebellum era</li><li>e. Analyze how the factory system affected gender roles and changed the lives of men, women, and children</li><li>f. Evaluate the factory system from the perspectives of owners and workers</li><li>g. Assess the impact of the factory system on the labor movement in the Antebellum period</li></ul> <p>2. Demonstrate understanding of the first era of American industrialization</p> <ul style="list-style-type: none"><li>a. Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities</li><li>b. Analyze how rapid urbanization, immigration, and industrialization disrupted the social fabric of early 19<sup>th</sup>-century cities</li><li>c. Explain the impacts of the growth of free black communities in</li></ul> <p>3. Demonstrate understanding of the rapid growth of slavery after 1800 and how African Americans coped with the “peculiar institution”</p> <ul style="list-style-type: none"><li>a. Explain how the cotton gin and the opening of new lands in the South and West led to the advance of “King Cotton” and to the increased demand for slaves</li><li>b. Describe the plantation system and the roles of the owner and his family, of hired white workers, and of enslaved African Americans</li><li>c. Identify the various ways in which African Americans resisted the conditions of their enslavement and Analyze the consequences of violent uprisings</li><li>d. Evaluate how enslaved African Americans used religion and family to create a viable culture to cope with the effects of slavery</li></ul> <p>4. Demonstrate understanding of the settlement of the West.</p> <ul style="list-style-type: none"><li>a. Explain the lure of the West while comparing the illusions of migrants with the reality of the frontier</li><li>b. Analyze cultural interactions among diverse groups in the trans-Mississippi region</li><li>c. Examine the importance of the California Gold Rush on western settlement</li><li>d. Examine the origins and political organization of the Mormons, explain the motives for their trek west, and evaluate their contributions to the settlement of the West</li></ul> |  |
|--|--|

Topic VI: Civil War and Reconstruction						
Trimesters Covered						Pennsylvania Standards
1		2		3		Topic VI
<p>A. Understand the causes of the Civil War</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how the North and South differed and how politics and ideologies led to the Civil War               <ol style="list-style-type: none"> <li>a. Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict</li> <li>b. Identify and explain the economic, social, and cultural differences between the North and the South</li> <li>c. Explain how events after the Compromise of 1850 contributed to increasing sectional polarization</li> </ol> </li> <li>2. Chart the secession of the southern states</li> <li>3. Explain the process and reasons for secession</li> </ol> <p>B. Understand the course and character of the Civil War and its effects on the American people</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how the resources of the Union and Confederacy affected the course of the war               <ol style="list-style-type: none"> <li>a. Identify the innovations in military technology and Explain their impact on humans, property, and the outcome of the war</li> <li>b. Evaluate how political, military, and diplomatic leadership affected the outcome of the war</li> <li>c. Compare the human resources of the Union and the confederacy at the beginning of the Civil War and assess the tactical advantages of each side</li> <li>d. Evaluate provisions of the Emancipation Proclamation, Lincoln’s reasons for issuing it, and its significance</li> </ol> </li> <li>2. Demonstrate understanding of the social experience of the war on the battlefield and home front               <ol style="list-style-type: none"> <li>a. Compare women’s home front and battlefront roles in both the Union and the Confederacy</li> <li>b. Explain the effects of the Civil War on civilians and identify the human costs of the war in the Union and Confederacy</li> <li>c. Describe the motives for fighting and the daily life experiences of Confederate soldiers with those of white and African American Union soldiers</li> </ol> </li> </ol>						<p><b><u>Geography</u></b>  <b>7.1.8.B</b>  <b>7.2.8.A</b>  <b>7.3.8.A</b>  <b>7.4.8.A-B</b></p> <p><b><u>History</u></b>  <b>8.3.8.A-D</b>  <b>8.4.8.C</b></p> <p><b><u>Civics</u></b>  <b>5.1.8.A-F</b>  <b>5.2.8.A-D</b>  <b>5.3.8.A-J</b>  <b>5.4.8.A-D</b></p> <p><b><u>Economy</u></b>  <b>6.2.8.E-F</b>  <b>6.4.8.B, G</b>  <b>6.5.8.D, F</b></p>

C. Understand how various reconstruction plans succeeded or failed

1. Demonstrate understanding of the political controversy over Reconstruction
  - a. Explain the provisions of the Reconstruction amendments and the political forces supporting and opposing each
  - b. Contrast the Reconstruction policies advocated by Abraham Lincoln, Andrew Johnson, and sharply divided Congressional leaders
  - c. Assess Reconstruction policies from all contenders as responses to changing events
  - d. Analyze the escalating conflict between President Johnson and Republican legislators, and Explain the reasons for and consequences of Johnson's impeachment and trial
  - e. Evaluate why the Republican party abandoned African Americans in the South and Analyze the causes and consequences of the Compromise of 1877
  
2. Demonstrate understanding of the Reconstruction programs to transform social relations in the South
  - a. Evaluate the goals and accomplishments of the Freedmen's Bureau
  - b. Explain the economic and social problems facing the South and appraise their impact on diverse groups of people
  - c. Analyze how African Americans attempted to improve their economic position during Reconstruction and Explain the factors involved in their quest for landownership
  
3. Demonstrate understanding of the successes and failures of Reconstruction in different regions of the United States
  - a. Examine the progress of "Black Reconstruction" and legislative reform programs promoted by reconstructed state governments
  - b. Evaluate why corruption increased in the postwar period
  - c. Evaluate Reconstruction as a revolution
  - d. Assessing how the political and economic position of African Americans in the northern and western states changed during Reconstruction
  - e. Analyze how the Civil War and Reconstruction changed gender roles and status in the North and West

# ELEMENTARY STANDARDS GLOSSARY

## GRADES 3-8

### HISTORY

<b>Artifact:</b>	Any object made by human work or skill
<b>Conflict:</b>	The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.
<b>Context of Evidence:</b>	The circumstances that form the environment within which something that is particularly significant, interesting, exciting, or unusual exists or takes place.
<b>Culture:</b>	The beliefs, customs, practices, and social behavior of a particular nation or people.
<b>Document:</b>	A formal piece of writing that provides information or acts as a record of events or arrangements.
<b>Economics:</b>	Relating to the production, distribution, and consumption of goods and services.
<b>Ethnicity:</b>	Identification of people sharing common history, cultural, racial, and religious backgrounds.
<b>Graphic Representations:</b>	Visual examples.
<b>Historical Source:</b>	A person, organization, book, map, table, or other text that supplies information or evidence.
<b>Human Geography:</b>	This classification, sometimes called cultural geography, involves all phrases of human social life in relation to the physical earth.
<b>Inquiry:</b>	A request for information,
<b>Opinion:</b>	The view somebody takes about an issue, especially when it is based solely on personal judgment.
<b>Political:</b>	Relating to government.
<b>Primary Source:</b>	First hand historical account that may be written, illustrated, or recorded through other means.

# ELEMENTARY STANDARDS GLOSSARY

## GRADES 3-8

### CIVICS AND GOVERNMENT

<b>Amendment: (Constitutional)</b>	Changes in or additions to a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths if the states.
<b>Authority:</b>	Right to control or direct the actions of others, legitimized by law, morality, custom or consent.
<b>Bill of Rights:</b>	First Ten Amendments to the Constitution. Ratified in 1791, these amendments limit government power and protect the basic rights and liberties of individuals.
<b>Checks and Balances:</b>	Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress or the president unconstitutional.
<b>Citizen:</b>	Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.
<b>Citizenship:</b>	Status of being a member of a state; one who owes allegiance to and is entitled to protection by and from the government.
<b>Civic Life:</b>	A manner of existence of an individual concerned with the affairs of communities and the common good rather than solely in pursuit of private and personal interests.
<b>Civil Rights:</b>	Protections and privileges given to all United States citizens by the Constitution and Bill of Rights.
<b>Common or Public Good:</b>	Benefit or interest of a politically organized society as a whole.
<b>Conflict Resolution:</b>	The process of attempting to solve a dispute or conflict.
<b>Country:</b>	The acceptable political boundaries or borders recognized throughout the world.

## ELEMENTARY STANDARDS GLOSSARY

### GRADES 3 – 8

<b>Democracy:</b>	Form of government in which political control is exercised by the people, either directly or through their elected representatives.
<b>Diplomacy:</b>	The art and practice of conducting negotiations between nations.
<b>Direct Democracy:</b>	Form of government in which the people completely exercise political decisions.
<b>Documents of Government:</b>	Papers necessary for the organization and powers of government.
<b>Electoral College:</b>	The group of presidential electors that casts the official votes for president after the presidential election. Each state has a number of electors equal to the total of its members in the Senate and House of Representatives.
<b>Equal Protection:</b>	An idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the political authority of the legal system.
<b>Equality:</b>	The condition of possessing substantially the same rights, privileges and immunities, and being substantially responsible for the same duties as other members of society.
<b>Foreign Policy:</b>	Actions of the federal government directed to matters beyond United States' borders, especially relations with other countries.
<b>Government:</b>	Institutions and procedures through which a territory and its people are ruled.
<b>Individual Rights:</b>	Just claims due a person by law, morality or tradition as opposed to those due to groups.
<b>Interest Group:</b>	Organized body of individuals who share goals and try to influence public policy to meet those goals.
<b>Justice:</b>	That which may be obtained through fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.
<b>Leadership:</b>	State or condition of one who guides or governs.

## ELEMENTARY STANDARDS GLOSSARY

### GRADES 3-8

<b>Liberalism:</b>	A perspective on international politics that is based on a positive view of human nature, the inevitability of social progress and the harmony of natures.
<b>Liberty:</b>	Freedom from restraint under conditions essential to the equal enjoyment of the same right by others.
<b>Mass Media:</b>	Television, radio, newspapers, magazines, internet and other means of popular communication.
<b>Nation:</b>	Tends to refer to an ethnic group with a cultural and social community. A self-defined cultural community with a common identity and a common origin that spans generations.
<b>Nationalism:</b>	A feeling of pride or passionate identification with a state on that part of its citizens.
<b>Personal Rights:</b>	Private legal privileges and decisions that individuals are free to participate in without intervention from government. Personal rights would include the right to vote, petition, assemble and seek public office.
<b>Political Party:</b>	Any group, however loosely organized, that seeks to elect government officials under a given label.
<b>Political Philosophy:</b>	Begins with the fundamental question about the relationship between a citizen and his/her state.
<b>Public Service:</b>	Action of benefit to local, state or national communities through appointed or elected office.
<b>Realism:</b>	A perspective on international politics emphasizing the inevitability of conflict among nations, the centrality of power and the ever-present threat of war.
<b>Republic:</b>	Form of government in which political control is exercised through elected representatives.
<b>Republican Form of Government:</b>	System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

## ELEMENTARY STANDARDS GLOSSARY GRADES 3-8

<b>Rule of Law:</b>	Principle that every member of a society, even a ruler, must follow the law.
<b>Sanctions:</b>	Measures to stop or limit trade with another nation in order to change its behavior.
<b>State:</b>	A commonwealth; a nation; a civil power.
<b>United Nations:</b>	International organization comprising most of the nation-states of the world. It was formed in 1945 to promote peace, security and economic development.

**ELEMENTARY STANDARDS GLOSSARY**  
**GRADES 3-8**  
**GEOGRAPHY**

<b>Climate:</b>	Long-term patterns in weather elements and atmospheric conditions.
<b>Environment:</b>	Everything in and on Earth’s surface and its atmosphere within which organisms, communities, or objects exist.
<b>Geographic Tools:</b>	Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs).
<b>Human Features:</b>	Tangible and intangible ideas associated with the culture, society, and economy of places or areas. These include the special arrangement of land uses (i.e., countries, states, cities, and neighborhoods); latitude and longitude; time zones; transportation and trade; cultural ties; and, population patterns (i.e., population density and mobility).
<b>Place:</b>	An area with distinctive human and physical characteristics distinguished from other areas.
<b>Physical Systems:</b>	Systems that have an impact on the geographical formation of an area, such as weather systems, erosion, and hydrology.
<b>Region:</b>	An area with one or more common characteristics or features that gives it a measure of consistency and makes it different from surrounding areas.
<b>Resource:</b>	An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial products, or something else of value.
<b>Spatial:</b>	Pertains to space on Earth’s surface.

# ELEMENTARY STANDARDS GLOSSARY

## GRADES 3-8

### ECONOMICS

<b>Capital Resources:</b>	The physical equipment used in the production of goods and services.
<b>Comparative Advantage:</b>	Economic theory that a country/individual should sell goods and services which it can produce at relatively lower costs and buy goods and services which it can produce at relatively higher costs.
<b>Competition:</b>	The rivalry among people and/or business firms for resources and/or consumers.
<b>Consumer:</b>	One who buys or rents goods or services and uses them.
<b>Corporation:</b>	A business firm that is owned by stockholders and is a legal entity with rights to buy, sell, and make contracts. Its chief advantage is that each owner's liability is limited to the amount of money he or she has invested in the company.
<b>Cost:</b>	What is given up when a choice is made; monetary and/or non-monetary.
<b>Demand:</b>	The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various prices during a specific time period.
<b>Depression:</b>	A severe recession in terms of magnitude and/or length.
<b>Division of Labor:</b>	A method of organizing production whereby each worker specializes in part of the productive process.
<b>Economic Systems:</b>	The way societies organize to determine what goods and services should be produced, how goods and services should be produced, and who will consume goods and services. Examples include traditional, command, and market.
<b>Economics:</b>	The study of the behavior of individuals and institutions engaged in the production, distribution, and consumption of goods and services.
<b>Entrepreneurship:</b>	One who organizes, manages, and assumes the risks of a business or enterprise.

## ELEMENTARY STANDARDS GLOSSARY GRADES 3-8

<b>Equilibrium Price:</b>	The outlay at which quantity demanded equals quantity supplied; market clearing price.
<b>Goods:</b>	Objects that can satisfy people's wants.
<b>Incentives:</b>	Factors that motivate or influence human behavior.
<b>Intangible Assets:</b>	Unlike tangible assets (buildings and equipment), intangible assets are often difficult to quantify but play a large role in economic activity. Examples of intangible assets include an entrepreneur's organizational ability, the ability of workers to provide customer satisfaction, and the knowledge of a region's tastes and styles.
<b>Interdependence:</b>	Ideas, goods, and services in one area affect the decisions and events in other areas reducing self-sufficiency.
<b>Market:</b>	A place or process through which goods and services are exchanged.
<b>Multinational Corporations:</b>	Corporations that produce goods or services in many countries as well as engage in international trade.
<b>Non-Profit Economic Institutions:</b>	These institutions serve as an important niche in an economic system. Unlike institutions for profit, the non-profit bodies do not seek to build wealth for distribution to shareholders, management, or workers, but employ monetary sources for the purpose of maintaining the organization and offering programs and services that are not within the realm of governmental agencies. For example, a special <i>foundation</i> , an <i>endowment</i> , even a <i>charity</i> may offer a seminar to build local entrepreneurship or workforce collaboration skills.
<b>Opportunity Cost:</b>	The highest valued alternative given up when a decision is made.
<b>Price:</b>	The amount people pay in exchange for a particular good or service.
<b>Private Economic Institutions:</b>	Non-government organizations that participate in economic activities (i.e., banks, labor unions, businesses, etc.).
<b>Producer:</b>	One who makes goods or provides services.

## ELEMENTARY STANDARDS GLOSSARY

### GRADES 3-8

<b>Public Goods:</b>	Goods and services provided by the government rather than by the private sector. Goods and services that more than one person can use without necessarily preventing others from using them.
<b>Recession:</b>	A contraction in national production that lasts six months or longer. A recession might be marked by job layoffs and high unemployment, stagnant wages, reductions in retail sales, and slowing of housing and car markets.
<b>Resources:</b>	Inputs used to produce goods and services; categories include natural, human and capital.
<b>Scarcity:</b>	An economic condition that exists when demand is greater than supply.
<b>Services:</b>	Actions that are valued by others.
<b>Specialization:</b>	A form of division of labor in which each individual or firm concentrates its productive efforts in a single or limited number of activities.
<b>Supply:</b>	The different quantities of a resource, good or service that potential sellers are willing and able to sell at various prices during a specific time period.
<b>Tangible Assets:</b>	Assets having physical existence, such as cash, equipment, and real estate.
<b>Trade:</b>	Voluntary exchange between two parties in which both parties benefit.
<b>Wants:</b>	Desires that can be satisfied by consuming goods, services or leisure activities.