

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**8<sup>th</sup> Grade**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<p><b>Foundations</b> 3 weeks</p>	<p>1.4.11 <i>Analyze settlement patterns in different world regions using appropriate maps.</i></p> <p>1.6.15 <i>Evaluate the positive and/or negative impact of mass human migration on both people and a nation/region.</i></p> <p>1.12.25 <i>Analyze the impact of specialization on production and trade.</i></p> <p>2.1.1 <i>Gather information from historical maps (e.g., climate, population, GNP).</i></p> <p>2.2.6 <i>Analyze maps and charts to support conclusions about historical events.</i></p> <p><b>Technology Standards:</b></p> <p>1.8.2 <i>Identify and discuss existing knowledge concerning a given task.</i></p>	<ul style="list-style-type: none"> <li>• Identify and define the five themes of geography.</li> <li>• Identify places on a globe using longitude and latitude.</li> <li>• Define the most common geographic terms.</li> <li>• Identify and use parts of a map.</li> <li>• Analyze and create historical timelines.</li> <li>• Understand how migration affects environments.</li> <li>• Identify factors that led to early human migration.</li> <li>• Develop an understanding how Paleolithic people adapted to their environment and invented many tools to help them survive.</li> <li>• Evaluate why people in the Neolithic age started farming and how led to the development of early civilizations.</li> <li>• Determine how historians and archeologists learn about prehistory.</li> </ul>	<p>Unit Test</p> <ul style="list-style-type: none"> <li>• <i>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</i></li> </ul> <p>“My Life” Timeline project</p> <p>Longitude/Latitude worksheet</p> <p>Geography Terms picture flashcards</p> <ul style="list-style-type: none"> <li>• <i>Limited number of terms</i></li> </ul> <p>Artifact Identification Activity</p> <p>Early Man survival activity</p>	<p>Textbook: <i>Journey Across Time: The Early Ages.</i></p> <p>Textbook: <i>History of Our World: The Early Ages.</i></p> <p><i>World History Atlas</i></p> <p>Supplemental Materials</p> <p>National Geographic website</p> <p>Video: <i>Towards Civilization</i></p>

	<p>2.8.3 Describe the variety of ways indexes and tables are used as organizers for information systems.</p> <p>5.8.8 Identify ways computers and other technologies are affecting the way we live, work and learn.</p>			
<p><b>Middle East</b> 4-5 weeks</p>	<p>1.2.4 Compare and contrast how the status of family, gender and ethnicity has evolved in CT and the US in relation to other areas worldwide.</p> <p>1.3.5 Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</p> <p>1.3.7 Evaluate the cultural contributions of a variety of past and present civilizations.</p> <p>1.3.8 Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.</p>	<ul style="list-style-type: none"> <li>Analyze how geography made the rise of civilization in the Fertile Crescent possible.</li> <li>Describe the process by which the Sumerian city states became empires, including the Babylonians, Assyrians and Chaldeans.</li> <li>Differentiate the cultural characteristics of each empire (religion, technology, economics, arts &amp; literature, social class, laws &amp; government, daily life).</li> <li>Develop an understanding of the constant conflict and conquest of empires in the Fertile Crescent and how that affected their development.</li> <li>Examine the achievements/ cultural contributions of</li> </ul>	<p>Unit Test</p> <ul style="list-style-type: none"> <li>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</li> </ul> <p>Hammurabi's Code essay (Cruel or Fair)</p> <ul style="list-style-type: none"> <li>Limited number of laws to choose</li> <li>CAST graphic organizer</li> </ul> <p>Map worksheets</p> <p>Graphic Organizer (city to empire)</p> <p>Recruitment poster for Assyrian soldier</p>	<p>Textbook: <i>Journey Across Time: The Early Ages</i>.</p> <p>Textbook: <i>History of Our World: The Early Ages</i>.</p> <p><i>World History Atlas</i></p> <p>Supplemental materials</p> <p>Primary Source excerpt: <i>The Epic of Gilgamesh</i></p> <p>Internet: Hammurabi's Code on Ancient History Sourcebook: <a href="http://www.fordham.edu/halsall/ancient/hamcode.html">http://www.fordham.edu/halsall/ancient/hamcode.html</a></p> <p>"Empires" handout</p>

	<p>1.4.10 <i>Examine geographic factors that help explain historical events.</i></p> <p>1.6.13 <i>Analyze and describe how technology influenced migration patterns in a region/country.</i></p> <p>1.6.14 <i>Assess how ideas/religions affected migration in different regions.</i></p> <p>1.8.19 <i>Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</i></p> <p>1.10.21 <i>Analyze how resources of lack of resources influence a nation/region's development.</i></p> <p>1.11.23 <i>Analyze how different economic systems guide production and distribution.</i></p> <p>2.3.8 <i>Organize and cite evidence from primary and secondary sources to support conclusions in an essay.</i></p>	<p>Sumer and each empire (achievements, legacy).</p> <ul style="list-style-type: none"> <li>• Take a position and support with evidence a persuasive essay about Hammurabi's Code.</li> </ul>		
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	<p><i>3.2.3 Analyze the options available to an individual in a historical or contemporary situation.</i></p> <p><b>Technology Standards:</b></p> <p><i>1.8.4 Identify, locate and use an array of print and non-print resources available through the library media center independently and with assistance, access resources outside the school</i></p> <p><i>2.8.4 Use additional organizing features of print and non-print (e.g., menus, bibliographies and hyperlinks) to locate and use information.</i></p> <p><i>2.8.9 Identify key words for searching information sources, with minimal assistance.</i></p> <p><i>3.8.3 Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance.</i></p>			
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	<p>4.8.2 Use of appropriate technology(s) and formats(s) to clearly present information gathered from a variety of print and non-print resources.</p> <p>5.8.1 Operate school hardware and demonstrate the ability to use the school network to access and utilize school software, independently.</p> <p>6.8.2 Apply citation standards for giving credit for information or ideas used.</p>			
<p><b>Africa</b> 6 weeks</p>	<p>1.2.4 Compare and contrast how the status of family, gender and ethnicity has evolved in CT and the US in relation to other areas worldwide.</p> <p>1.3.5 Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</p> <p>1.3.7 Evaluate the cultural contributions of a variety of</p>	<ul style="list-style-type: none"> <li>Examine the importance of the Nile to the Egyptians.</li> <li>Describe the cultural characteristics of Egypt.</li> <li>Evaluate the importance of the pharaoh/monarchy to Egypt.</li> <li>Determine the order and status of Egyptian social classes.</li> <li>Compare and contrast Egyptian society with Mesopotamian societies.</li> </ul>	<p>Unit Test</p> <ul style="list-style-type: none"> <li>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</li> </ul> <p>Web exploration packet</p> <ul style="list-style-type: none"> <li>Limited number of questions</li> </ul> <p>Pharaoh presentation</p> <ul style="list-style-type: none"> <li>Strategic grouping</li> </ul> <p>Map worksheets</p>	<p>Textbook: <i>Journey Across Time: The Early Ages</i>.</p> <p>Textbook: <i>History of Our World: The Early Ages</i>.</p> <p><i>World History Atlas</i></p> <p>Supplemental materials</p> <p>Primary Source: <i>The Prince Who Knew his Fate</i> (Egyptian Fairy</p>

	<p><i>past and present civilizations.</i></p> <p>1.4.10 <i>Examine geographic factors that help explain historical events.</i></p> <p>1.5.12 <i>Compare and contrast technology's impact on the environment at different times and at different places.</i></p> <p>1.6.13 <i>Analyze and describe how technology influenced migration patterns in a region/country.</i></p> <p>1.6.14 <i>Assess how ideas/religions affected migration in different regions.</i></p> <p>1.7.17 <i>Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).</i></p> <p>1.8.19 <i>Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</i></p>	<ul style="list-style-type: none"> <li>• Present information about achievements of individual Egyptian pharaohs.</li> <li>• Examine the achievements/cultural contributions of Ancient Egypt.</li> <li>• Analyze the relationship between Egypt and Nubian kingdoms.</li> </ul>	<p>Egyptian pyramid block interdisciplinary project</p> <p>Reading Comprehension questions</p> <p>Social class graphic organizer</p> <p>GRAPES activity (with Egypt and Mesopotamia)</p>	<p>Tale)</p> <p>British Museum website:  <a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a></p> <p>Videos: <i>Engineering an Empire: Egypt</i></p> <p><i>Egypt's Golden Age</i></p>
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	<p>1.11.23 <i>Analyze how different economic systems guide production and distribution.</i></p> <p>1.13.26 <i>Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions).</i></p> <p>1.13.27 <i>Analyze the relationship among culture, government and social systems in various countries).</i></p> <p>1.13.28 <i>Recognize how values, beliefs, and attitudes develop in different cultures.</i></p> <p>2.4.9 <i>Orally present information on social studies events or issues and support with primary and secondary evidence.</i></p> <p>3.2.3 <i>Analyze the options available to an individual in a historical or contemporary situation.</i></p>			
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	<p><b>Technology Standards:</b></p> <p><i>1.8.1 Clearly restate the scope and criteria for a given task, independently.</i></p> <p><i>1.8.2 Identify and discuss existing knowledge concerning a given task, without prompting</i></p> <p><i>2.8.4 Use additional organizing features of print and non- print (e.g., menus, bibliographies and hyperlinks)</i></p> <p><i>4.8.2 Use appropriate technology (s) and format to clearly present information gathered from a variety of print and non-print resources</i></p> <p><i>5.8.2 Use content-specific technology tools and software</i></p> <p><i>6.8.2 Apply established citation standards for giving credit for information or ideas used.</i></p>			
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<p><b>Asia</b> 6 weeks (India = 3 weeks China = 3 weeks)</p>	<p>1.2.4 <i>Compare and contrast how the status of family, gender and ethnicity has evolved in CT and the US in relation to other areas worldwide.</i></p> <p>1.3.5 <i>Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</i></p> <p>1.3.7 <i>Evaluate the cultural contributions of a variety of past and present civilizations.</i></p> <p>1.4.9 <i>Identify selected countries and determine the advantages and challenges created by their locations.</i></p> <p>1.4.10 <i>Examine geographic factors that help explain historical events.</i></p> <p>1.6.13 <i>Analyze and describe how technology influenced migration pattern in a region/country.</i></p> <p>1.6.14 <i>Assess how ideas/religions affected migration in different</i></p>	<ul style="list-style-type: none"> <li>Analyze the impact of geography on early Indian civilization.</li> <li>Describe the cultural characteristics of Ancient India.</li> <li>Define and examine the caste system of India.</li> <li>Differentiate the characteristics of both the Maurya and Gupta empires.</li> <li>Examine the achievements/cultural contributions of Ancient India &amp; China.</li> <li>Distinguish the role Hinduism and Buddhism play in regards to the caste system through a persuasive essay.</li> <li>Analyze the impact of geography to Ancient China and how the geography could be advantageous or not.</li> <li>Present information regarding Chinese philosophies.</li> <li>Examine the achievements/cultural contributions of Ancient China.</li> </ul>	<p>Unit Tests (China/India)</p> <ul style="list-style-type: none"> <li><i>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</i></li> </ul> <p>Hinduism/Buddhism Essay</p> <ul style="list-style-type: none"> <li><i>CAST graphic organizer</i></li> </ul> <p>Map worksheets (India/China/4 river valley civilizations)</p> <p>Winnie the Pooh/Daoism Presentation</p> <ul style="list-style-type: none"> <li><i>Strategic Grouping</i></li> </ul> <p>Comparison table for Indian Empires</p> <p>Graphic organizer- Chinese empires/philosophies</p> <p>GRAPES activity for all river valley civilizations</p>	<p>Textbook: <i>Journey Across Time: The Early Ages.</i></p> <p>Textbook: <i>History of Our World: The Early Ages.</i></p> <p><i>World History Atlas</i></p> <p>Supplemental materials</p> <p>Primary Source: Excerpt: <i>The Eightfold Path &amp; The Rig Veda</i> <i>Confucius's proverbs</i> Short Stories</p> <p>Chinese Creation Myth</p> <p>British Museum website: <a href="http://www.ancientchina.co.uk/menu.html">http://www.ancientchina.co.uk/menu.html</a></p>
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	<p><i>regions.</i></p> <p><i>1.8.19 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</i></p> <p><i>1.11.23 Analyze how different economic systems guide productions and distribution.</i></p> <p><i>1.13.26 Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions).</i></p> <p><i>1.13.27 Analyze the relationship among culture, government and social systems in various countries).</i></p> <p><i>1.13.28 Recognize how values, beliefs, and attitudes develop in different cultures.</i></p> <p><i>2.4.9 Orally present information on social studies events or issues and support with primary and secondary evidence.</i></p> <p><i>2.5.11 Present persuasive</i></p>	<ul style="list-style-type: none"> <li>• Describe the importance of creating empires to unite the Chinese people.</li> <li>• Compare and contrast the four river valley civilizations.</li> </ul>		
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	<p><i>pieces on historical questions and use appropriate visual evidence.</i></p> <p><i>3.2.3 Analyze the options available to an individual in a historical or contemporary situation.</i></p> <p><b>Technology Standards:</b></p> <p><i>1.8.1 Clearly restate the scope and criteria for a given task, independently</i></p> <p><i>2.8.2 Demonstrate the ability to navigate through a variety of software menus to access information for research, publication and communication.</i></p> <p><i>2.8.3 Describe the variety of ways indexes and tables are used as organizers for information systems</i></p> <p><i>2.8.4 use additional organizing features of print and non-print (e.g. menus, bibliographies and hyperlink) to locate and use information.</i></p> <p><i>2.8.7 Demonstrate ability to take notes, printout or record</i></p>			
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	<p><i>selected information from a wide range of sources of information.</i></p> <p><i>3.8.1 Develop and apply more complex criteria for aligning resources with a specific need and presentation.</i></p> <p><i>4.8.2 Use appropriate technology(s) and format(s) to clearly present information gathered from a variety of print and non-print resources.</i></p> <p><i>5.8.2 Use content specific technology tools and software</i></p> <p><i>5.8.5 Demonstrate the use of technological resources to help plan, coordinate and complete group projects.</i></p> <p><i>6.8.2 Apply established citation standards for giving credit for information or ideas used.</i></p> <p><i>7.8.2 Assess whether their products meet established standards for process, product and presentation.</i></p>			
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<p><b>Europe 6 weeks (3 weeks = Greece, 3 weeks = Rome)</b></p>	<p>1.2.4 <i>Compare and contrast how the status of family, gender and ethnicity has evolved in CT and the US in relation to other areas worldwide.</i></p> <p>1.3.5 <i>Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</i></p> <p>1.3.6 <i>Analyze how specific individuals and their ideas/beliefs influence world history.</i></p> <p>1.3.7 <i>Evaluate the cultural contributions of a variety of past and present civilizations.</i></p> <p>1.4.10 <i>Examine geographic factors that help explain historical events.</i></p> <p>1.7.17 <i>Evaluate the strengths and weaknesses of different forms of government and the</i></p>	<ul style="list-style-type: none"> <li>• Understand the connection between geography and the development of Greek civilization</li> <li>• Examine the rise of democracy in Greece.</li> <li>• Compare and contrast the city states of Sparta and Athens through an essay.</li> <li>• Analyze Pericles' achievements and connection to government.</li> <li>• Describe the cultural characteristics of Ancient Greece and Rome.</li> <li>• Evaluate the importance of trade to the Ancient Greeks.</li> <li>• Present information about the Greek Gods.</li> <li>• Describe the cultural contributions of Ancient Greece &amp; Rome.</li> <li>• Analyze the impact of geography on Ancient</li> </ul>	<p>Unit Test</p> <ul style="list-style-type: none"> <li>• <i>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</i></li> </ul> <p>Map worksheets</p> <p>Athens/Sparta comparison essay</p> <ul style="list-style-type: none"> <li>• <i>CAST graphic organizer</i></li> </ul> <p>GRAPES activity (for Greece and Rome individually and in comparison with all other regions)</p> <p>Greek God/Goddess fair</p> <ul style="list-style-type: none"> <li>• <i>Strategic grouping</i></li> </ul> <p>Graphic organizer on Roman Republic</p> <p>Roman emperor presentation</p> <ul style="list-style-type: none"> <li>• <i>Strategic grouping</i></li> </ul> <p>Downfall of Roman Empire graphic organizer</p>	<p>Textbook: <i>Journey Across Time: The Early Ages.</i></p> <p>Textbook: <i>History of Our World: The Early Ages.</i></p> <p><i>World History Atlas</i></p> <p>Supplemental materials</p> <p>Primary Source: <i>The Sirens</i></p> <p>Video: <i>Engineering an Empire: Rome</i></p> <p>History Channel video excerpts</p>

	<p><i>past and present (e.g., monarchy, dictatorship, representative democracy and parliament).</i></p> <p>1.8.18 <i>Analyze the factors that led to the rise of different types of governments worldwide.</i></p> <p>1.8.19 <i>Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</i></p> <p>1.9.20 <i>Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.</i></p> <p>1.10.21 <i>Analyze how resources of lack of resources influence a nation/region's development.</i></p> <p>1.11.23 <i>Analyze how different economic systems guide production and distribution.</i></p> <p>1.13.26 <i>Compare similarities and differences of cultural</i></p>	<p>Romans.</p> <ul style="list-style-type: none"> <li>• Describe the beginning and end of the Roman Republic and that factors that led to the downfall.</li> <li>• Examine the rise of the Roman Empire.</li> <li>• Examine famous emperors and their achievements.</li> <li>• Describe the factors that led to the downfall of the Roman Empire.</li> <li>• Analyze the similarities and differences of Greece/Rome to one another and other ancient civilizations.</li> </ul>	<p>Pericles questions</p>	
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	<p><i>groups in different world regions (e.g. beliefs, values, traditions, institutions).</i></p> <p>1.13.27 <i>Analyze the relationship among culture, government and social systems in various countries).</i></p> <p>1.13.28 <i>Recognize how values, beliefs, and attitudes develop in different cultures.</i></p> <p>3.2.3 <i>Analyze the options available to an individual in a historical or contemporary situation.</i></p> <p><b>Technology Standards:</b></p> <p>1.8.1 <i>Clearly restate the scope and criteria for a given task, independently</i></p> <p>1.8.2 <i>Identify and discuss existing knowledge concerning a given task, without prompting.</i></p> <p>1.8.5 <i>Determine an appropriate course of action for addressing the essential question, with minimal assistance.</i></p>		
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	<p><i>2.8.3 Describe the variety of ways indexes and tables are used as organizers for information systems.</i></p> <p><i>2.8.6 Select and use appropriate resources and/or equipment to accomplish a given task.</i></p> <p><i>2.8.7 Demonstrate ability to take notes, print out or record selected information from a wide range of sources of information</i></p> <p><i>3.8.1 Develop and apply more complex criteria for aligning resources with a specific need and presentation</i></p> <p><i>3.8.3 Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance.</i></p> <p><i>4.8.2 Use appropriate technology(s) and format(s) to clearly present information gathered from a</i></p>			
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	<p><i>variety of print and non-print resources.</i></p> <p><i>5.8.2 Use content specific technology tools and software</i></p> <p><i>5.8.4 Demonstrate the ability to independently use personal productivity software and multimedia to create products in a wide range of formats</i></p> <p><i>5.8.5 Demonstrate the use of technological resources to help plan, coordinate and complete group projects.</i></p> <p><i>6.8.2 Apply established citation standards for giving credit for information or ideas used.</i></p>			
<p><b>Americas</b> <b>5 weeks</b></p>	<p><i>1.2.4 Compare and contrast how the status of family, gender and ethnicity has evolved in CT and the US in relation to other areas worldwide.</i></p>	<ul style="list-style-type: none"> <li>• Describe how geography affects early American civilizations.</li> <li>• Compare the geography of each early American civilization.</li> <li>• Describe how early humans reached the</li> </ul>	<p>Unit tests</p> <ul style="list-style-type: none"> <li>• <i>Less choices for multiple choice, exact answers in a word bank, hints and key words for essay, graphic organizer</i></li> </ul> <p>Map worksheets</p>	<p>Textbook: <i>Journey Across Time: The Early Ages.</i></p> <p>Textbook: <i>History of Our World: The Early Ages.</i></p>

	<p>1.3.5 <i>Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</i></p> <p>1.3.7 <i>Evaluate the cultural contributions of a variety of past and present civilizations.</i></p> <p>1.4.10 <i>Examine geographic factors that help explain historical events.</i></p> <p>1.6.15 <i>Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.</i></p> <p>1.8.19 <i>Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</i></p> <p>1.11.23 <i>Analyze how different economic systems guide production and distribution.</i></p> <p>1.13.26 <i>Compare similarities and differences of cultural groups in different world</i></p>	<p>Americas.</p> <ul style="list-style-type: none"> <li>• Describe cultural characteristics of each early American civilization.</li> <li>• Examine the cultural contributions of each early American civilization.</li> <li>• Analyze the changes that occurred when the Europeans arrived.</li> <li>• Answer questions based on two different perspectives of historical events.</li> <li>• Evaluate the factors that led to the downfall of the civilizations.</li> <li>• Compare and contrast early American civilizations to other ancient civilizations.</li> <li>• Write a movie review discussing historical accuracy and validity.</li> </ul>	<p>GRAPES activity</p> <p>Meeting of Montezuma &amp; Cortes reading comprehension questions</p> <ul style="list-style-type: none"> <li>• <i>Account discussion before answering questions</i></li> </ul> <p>Movie Review</p> <ul style="list-style-type: none"> <li>• <i>Essay set up sheet</i></li> </ul> <p>Vocabulary Guide Sheet</p> <p>Graphic organizer on downfall of American civilizations.</p> <p>GRAPES presentation: Ancient civilization compared to a modern day country in the same region.</p>	<p><i>World History Atlas</i></p> <p>Primary Source: Excerpts from <i>The Conquest of New Spain &amp; Broken Spears</i></p> <p>History Channel: video excerpts</p> <p>Video: <i>The Road to El Dorado</i> (for movie review on historical accuracy and validity)</p> <p>Supplemental materials</p> <p>Creation myths (Mayan myth)</p>
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	<p><i>regions (e.g. beliefs, values, traditions, institutions).</i></p> <p>1.13.27 <i>Analyze the relationship among culture, government and social systems in various countries).</i></p> <p>1.13.28 <i>Recognize how values, beliefs, and attitudes develop in different cultures.</i></p> <p>2.2.4 <i>Detect and analyze propaganda, censorship and bias.</i></p> <p>2.3.7 <i>Create written work that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.</i></p> <p>3.1.1 <i>Compare/contrast two or more interpretations of a historical event.</i></p> <p>3.2.3 <i>Analyze the options available to an individual in a historical or contemporary situation.</i></p>			
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	<p>3.2.4 <i>Justify why people might have different points of view on a historical issue.</i></p> <p><b>Technology Standards:</b>  2.8.3 <i>Describe the variety of ways indexes and tables are used as organizers for information systems</i></p> <p>2.8.7 <i>Demonstrate ability to take notes, print out or record selected information from a wide range of sources of information</i></p> <p>3.8.2 <i>Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and non-print resources</i></p> <p>6.8.2 <i>Apply established citation standards for giving credit for information or ideas used.</i></p>			
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