

**BEMIDJI AREA SCHOOLS**  
**SOCIAL STUDIES LEARNER OUTCOMES**  
**EIGHTH GRADE**

**III. WORLD HISTORY**

**F. World Civilizations, Toward a Global Culture 1500 – 1770 AD**

Standard: The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa, and the Americas.

The student will:

1. Explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.
2. Describe early European explorations, settlements, and empires.
3. Analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.
4. Understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.
5. Identify the causes and consequences of global migrations of Europeans, Africans, and Asians.

**III. WORLD HISTORY**

**G. Western Civilizations, Age of Revolution and Reaction 1640 – 1920 AD**

Standard: The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.

The student will:

1. Examine the effects of imperialism on the colonial societies of the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries.

**V. GEOGRAPHY**

**A. Concepts of Location**

Standard: The student will identify and locate major countries, events, and cultural features that played an important role in the history of the United States.

The student will:

1. Locate on a map or globe the major empires of the late 19<sup>th</sup> century and their largest overseas territories.
2. Locate the major source countries for immigration to the United States during the years 1877 – 1916.
3. Describe how the land ownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created

different landscapes in different parts of the country.

## **V. GEOGRAPHY**

### **B. Maps and Globes**

Standard: The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

The student will:

1. Use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.
2. Locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.
3. Distinguish differences among, uses of, and limitations of different kinds of thematic maps used to describe the development of the United States.
4. Distinguish differences among, uses of, and limitations of different kinds of thematic maps to describe the development of Minnesota.

## **V. GEOGRAPHY**

### **B. Maps and Globes**

Standard: The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.

The student will:

1. Create a variety of maps to scale.
2. Compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.

The student will:

1. Describe the major physical features of the United States and the regions of the world they study.
2. Describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.

3. Describe patterns of vegetation and landforms in the United States and around the world.

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will give examples of physical systems and describe their role in shaping life on Earth

The student will:

1. Describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.
2. Describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface.

The student will:

1. Explain the patterns of population density on the surface of the Earth and analyze the causes of population change.
2. Describe the patterns of languages on the surface of the Earth and identify patterns of change.
3. Describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.
4. Describe the locations of government systems on the surface of the Earth and identify patterns of change.
5. Describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.
6. Describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.
7. Identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.

The student will:

1. Analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.
2. Provide examples at differing scales of how regions are important to people as symbols for unifying society.
3. Describe how physical processes affect different regions of the world.
4. Interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.

## **V. GEOGRAPHY**

### **E. Essential Skills**

Standard: The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

The student will:

1. Demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
2. Make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.
3. Locate major political and physical features of the United States and the world.

## **VII. GOVERNMENT AND CITIZENSHIP**

### **D. Governmental Institutions and Processes of the United States**

Standard: The student will understand other government systems in the world.

The student will:

1. Compare governmental structure and individual rights in the United States to those in other forms of government.