COURSE DESCRIPTION:
In Social Studies 8/Spanish Language Arts Integrated, the student increases Spanish language literacy through the study of the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. The course will center on an integration of Social Studies and Spanish Language Arts curriculum. Eighth Grade social studies Performance Standards (history, geography, civics & government, and economics) are included in the course. This course is designed for students who possess literacy skills in Spanish. Areas of study are expression, comprehension, language and culture, cultures, language functions, connections, and personal applications. Reading, writing, speaking, and research strategies are integrated throughout the course.

References in parentheses following each performance standard refer to and are aligned with the New Mexico Content Standards, Performance Standards and Benchmarks in social Studies (SS) Modern, Classical, and Native Languages Content Standards (MCNL), the National Standards for Foreign Language Learning (NSFLL), and the Albuquerque Public Schools Language Arts Standards (LA).
STRATEGIES:
The “Illustrations” column provides examples of the performance standards, strategies, and the best practices suggested by the Modern, Classical and Native Language teachers in the Albuquerque Public Schools.

ASSESSMENTS:
The “Illustrations” column also incorporates a variety of assessments and “check for” items suggested by Modern, Classical, and Native Language teachers in APS. Assessments include authentic and performance-based assessment, cooperative learning, teacher observations, role playing, checklists, rubrics, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
- Cinco Comedias – National Textbook Company - #1, #2
- Cuentos de Hoy – National Textbook Company – #1, #2, #3
- Dime – National Textbook Company - #1, #2, #3
- Entendemos Mejor La Historia de Los Estados Unidos – Scott Foresman - #1, #2, #3
- Larousse – Diccionario Usual - #1, #2, #3
- Nosotros y Nuestra Mundo – Glencoe McGraw Hill - #1, #2, #3
- Nuestro Mundo/Cuaderno de Actividades – McDougal Littell - #1, #2, #3
- El Monte Ediciones – Universal Book Company - #1,# 2, #3
- Narraciones Extraordinarias – Panamerican Editorial Company - #1, #2
- Mary Glasgow Spanish Materials – Scholastic Inc. - #1, #2, #3
- Amigos Revistas – Roberto Mondragón - #1, #2, #3
  - El Seminario
  - El Hispano
  - La Voz de Nuevo México

- El Pequeño Larousse Ilustrado – Diccionario Enciclope
- El Pequeño Larousse Ilustrado – Lengua y Cultura
- Relatos Latino Americanos – National Textbook Company #1- #3
- Sendas Literarias – Heinle & Heinle - #1, #2, #3
- Spanish Middle/High School – Instructional Fair, Inc. - #2,#3
- Tres Novelas Españolas – National Textbook Company - #1, #2,#3
- Tres Novelas Latinoamericanas – National Textbook Company - #1, #2, #3

- El Seminario
- El Hispano
- La Voz de Nuevo México

SUGGESTED TITLES/AUTHORS WEB SITES:
- El Abanico – Continental Book Company - #1, #2, #3
- Abordo – Glencoe, McGraw Hill - #1, #2, #3
- Ama tu Ritmo – Macmillan Publishing Company - #1, #2, #3
- Antología Communicativa – Impreso en Columbia - #2, #3
- Cuentos Columbianos – Alfaguara - #1, #2, #3
- Doce Cuentos Peregrinos – Editorial Sudamérica - #1, #2, #3
- Y No Se Lo Tragó La Tierra – Arte Publico Press - #1, #2, #3
- Un Verano Misterioso – National Textbook Company - #1, #2, #3
  - Ya Escribimos – National Textbook Company - #2, #3
- El principio – Gente Nueva Editorial - #1, #2, #3

Approved by MSCB: September 14, 2006

SOCIAL STUDIES 8/SPANISH LANGUAGE ARTS INTEGRATED 12.2.25 Albuquerque Public Schools 09/06
STRAND 1: HISTORY

CONTENT STANDARD: The student identifies important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

BENCHMARKS:

A. New Mexico: The student explores and explains how people and events have influenced the development of New Mexico up to the present day.

B. United States: The student analyzes and interprets major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.

C. World: The student compares and contrasts major historical eras, events, and figures from ancient civilizations to the Age of Exploration.

D. Skills: The student researches historical events and people from a variety of perspectives.

GRADE 8 PERFORMANCE STANDARDS ILLUSTRATIONS

NOTE: Illustrations include suggested activities for attaining each performance standard. A check for (✓) refers to a key feature to look for while assessing student performance.

1. Compares and contrasts the settlement patterns of the American Southwest with other regions of the United States (SS-IA.1).

2. Analyzes New Mexico’s role and impact (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances) on the outcome of the Civil War (SS-IA.2).

3. Explains the role New Mexico played in the United States participation in the Spanish American War (SS-IA.3).

1, 4, 15. The student collects, interprets, and applies information about colonial settlements in North America. A class is divided into groups to study regions: *New England, *Middle Atlantic, *Southern Colonies *Spanish colonies. The student, as part of a group, creates a presentation of some sort for the class, incorporating information from a number of sources (e.g., an article, the textbook, the internet), and include economy, government, life ways (i.e., clothing, food, religion, etc.). Each group functions as the “expert” group for a region as the class learns about all of the regions.

✓ note taking by audience on a graphic organizer
✓ effective communication skills
✓ full participation of all group members in the presentation
✓ students have a rubric
✓ accuracy of information
✓ use of primary and secondary sources

2, 3, 9, 10, 15. The student creates an event map of the western United States focusing on New Mexico’s role in the Civil War, or the Spanish American War, labeling the examples given. Using the map, the student writes a statement predicting what he/she thinks NM’s role will be in the respective war.

✓ writing components
✓ accuracy of information
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| 4. **Describes, evaluates, and interprets the economic and political reasons for the American Revolution including:**  
  - attempts to regulate colonial trade through passage of the Tea Act, the Stamp Act, and the Intolerable Acts  
  - colonists’ reaction (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament) to British policy  
  - the ideas expressed in the Declaration of Independence, including the Preamble (SS-IB.1). | 4. 15. The student researches background information by using essential vocabulary and creates graphic organizers of taxes and protests. The student then paraphrases the Declaration of Independence into current (i.e., child-friendly) language. Using the re-written Declaration and other researched information, the student creates a simulation or mock trial of King George III. The student participates in the trial by taking on the role of a key historic figure.  
  ✓ social skills  
  ✓ writing components  
  ✓ effective communication  
  ✓ accuracy of information  
  ✓ full participation |
| 5. **Describes the aspirations, ideals, and events that served as the foundation for the creation of a new national government including:**  
  - Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence  
  - major debates of the Constitutional Convention and their resolution (e.g., “The Federalist Papers”)  
  - contributions and roles of major individuals (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay)  
  - struggles over ratification of the Constitution and the creation of the Bill of Rights (SS-IB.2). | 5. 15. [also strand III, performance standards 1, 2, 3, 7.] By studying documents and personages, the student forms an analogy of the aspiration, ideals, and events that serve as a foundation for the constitution. The student then creates an icon or symbol based upon that analogy.  
  ✓ accuracy of information  
  ✓ visual clarity |
| 6. **Describes and explains the actions taken to build one nation from thirteen states including:**  
  - precedents (e.g., Cabinet, two-term presidency) established by George Washington  
  - Alexander Hamilton’s financial plan (e.g., the National Bank, payment of debts)  
  - creation of political parties (i.e., Democratic Republicans and Federalists) (SS-IB.3). | 6. 15. The student writes an essay after evaluating key historical figures in the building of the nation. The student uses graphic organizers such as flow charts and web-mapping, focusing on a major individual and events of historical, political philosophical and economical contribution that helped build the nation.  
  ✓ writing components  
  ✓ note-taking skills  
  ✓ accuracy of information  
  ✓ clarity of visual |
| 7. **Describes the successes and failures of the reforms during the Age of Jackson including:**  
  - extension of franchise to all white men  
  - Indian Removal, The Trail of Tears, The Long Walk  
  - abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad) (SS-IB.4). | 7. 9. The student participates in a group representing either the Northern or Southern senators who debate for or against the Indian Removal bill. The teacher, acting as the President of the Senate, presides over the debate procedures and the vote. |
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|         | 8. Describes, explains, and analyzes the aims and impact of Western Expansion and the settlement of the United States including:  
|         | • American belief in Manifest Destiny and how this led to the Mexican War and its consequences  
|         | • comparison of African American and Native American slavery  
|         | • Westward (e.g., Oregon, California, Southwest) migration of peoples (e.g., Mormons)  
|         | • origins and early history of the Women’s Movement (SS-IB.5). |
|         | 9. Explains how sectionalism led to the Civil War including:  
|         | • different economies that developed in the North, South, and West  
|         | • addition of new states (e.g., Missouri) to the Union and the balance of power in the United States Senate (e.g., 1850 Compromises)  
|         | • extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglass, John Brown)  
|         | • presidential election of 1860, Lincoln’s victory, and the South’s secession (SS-IB.6). |
|         | 10. Explains the course and consequences of the Civil War and how it divided people in the United States including:  
|         | • contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant)  
|         | • major turning points in the Civil War including Gettysburg  
|         | • unique nature (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property) of the Civil War  
|         | • role of African Americans  
|         | • purpose and effect of the Emancipation Proclamation (SS-IB.7). |
|         | The student creates a political cartoon that analyzes the extension of franchise to all white men or aspects of the abolition movement.  
|         | ✔ full participation in all parts of the Senate debate  
|         | ✔ clarity of art work |
|         | 8. The student writes journal entries as if he/she were traveling on one of the major trails of the western migration, bringing in the significance of the Women’s Movement, the philosophy of Manifest Destiny, the Mexican War, Native American history, and economic decision making.  
|         | ✔ correct use of essential vocabulary  
|         | ✔ geographical information  
|         | ✔ historical accuracy  
|         | ✔ writing that shows comprehension of events |
|         | 9. The student creates a poster presenting a specific point of view selected from one of the following: Northern, Southern, Western and Border Regions. He/She creates a graphic organizer to illustrate the stance of each region to include the following topics: Slavery and its expansion, political and economic needs of the regions, States’ rights, and the Election of 1860.  
|         | ✔ clarity of visual  
|         | ✔ historical accuracy |
|         | 10. Activity 1: Role-playing a participant in the war, (e.g., former slave, free Black union soldier, Southern slave holder, abolitionist, Southern farmer, woman), the student writes “back home” 2-4 letters telling of the unique aspects of the war as it is experienced or heard about. Each letter contains at least three complete factual observations, and may be a pictorial representation as well as a written document (e.g., elements of conflict, civil wars in general).  
|         | ✔ writing components |
|         | Activity 2: The student constructs a map or chart of major war theatres indicating outcomes and significance of each for the over course of the war (e.g., Glorieta Pass, Gettysburg, Bull Run).  
|         | ✔ accuracy  
|         | ✔ writing and speaking components |
|         | Activity 3: The student reads the Emancipation Proclamation to answer analytical guiding questions. As part of a pair, he/she draws conclusions (written paraphrase) of the impact of the document.  
|         | ✔ accuracy  
<p>|         | ✔ writing and speaking components |</p>
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| 11.     | Analyzes the character and lasting consequences of Reconstruction including:  
|         | • Reconstruction plans  
|         | • impact of Lincoln’s assassination and the impeachment of Andrew Johnson  
|         | • attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and 15th Amendments to the United States constitution  
|         | • post-Civil War segregation policies and their resulting impact on racial issues in the United States (SS-IB.8).  | 11. The student develops a Reconstruction Plan after studying the Congressional choices between the Johnson Plan and the Radical Reconstructionists’ Plan, and reviewing the contents of the 13th, 14th, and 15th Amendments. Plan must include a logical prediction of probable post-civil War circumstances, such as the protection of rights and opportunities of freemen. The plan may be presented in a variety of formats (e.g., outline form, an essay, a poster or chart, a timeline, a PowerPoint presentation).  
|         | ✓ writing components  
|         | ✓ visual clarity of any chart, drawing, etc.  
|         | ✓ historical accuracy  |
| 12.     | Describes and explains the significance of the Line of Demarcation on the colonization of the New World (SS-IC.1).  | 12. The student indicates the Line of Demarcation and the location of European colonies on a map. He/She explains the significance of the line through a concluding statement (Who? What? When? Where? Why?)  
|         | ✓ historical accuracy  
|         | ✓ visual clarity  
|         | ✓ effective communication  |
| 13.     | Compares and contrasts the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World (SS-IC.2).  | 13. The student constructs an explorer’s chart that contains who the explorer was, for whom did he sail, the reasons for exploration, where claims were made, and whether the goal was accomplished.  
|         | ✓ full participation to completion of task  
|         | ✓ clarity of information  
|         | ✓ accuracy of information  |
|         | ✓ clarity of visual information  
|         | ✓ historical accuracy  |
| 15.     | Understands and applies the problem-solving skills for historical research including (SS-ID.1):  
|         | • use of primary and secondary sources,  
|         | • sequencing,  
|         | • posing questions to be answered by historical inquiry,  
|         | • collecting, interpreting, and applying information, and  
|         | • gathering and validating materials that present a variety of perspectives.  |
**STRAND II: GEOGRAPHY**

**CONTENT STANDARD:** The student understands how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

**BENCHMARKS:**

A. The student analyzes and evaluates the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and applies them to explain the past, present, and future in terms of patterns, events, and issues.

B. The student explains the physical and human characteristics of places and uses this knowledge to define regions, their relationships with other regions, and their patterns of change.

C. The student understands how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.

D. The student explains how physical processes shape the Earth’s surface patterns and biosystems.

E. The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations and their interdependence, cooperation, and conflict.

F. The student understands the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.


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<td>1.</td>
<td>Describes patterns and processes of migration and diffusion (SS-IIA.1).</td>
<td>1. See Strand I (History), illustration #3.</td>
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<td>2.</td>
<td>Provides an historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes (SS-IIA.2).</td>
<td>2. See Strand I (History), illustration #8.</td>
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<td>3.</td>
<td>Describes how individual and cultural characteristics affect perceptions of locales and regions (SS-IIB.1).</td>
<td>3. See Strand I (History), illustrations #8 and #13.</td>
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<td>4.</td>
<td>Describes political, population, and economic regions that result from patterns of human activity, using New Mexico as an example (SS-IIB.2).</td>
<td>4. See Strand I (History), illustration #1.</td>
</tr>
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<td>5.</td>
<td>Explains and evaluates how changing perceptions of place and the natural environment have affected human behavior (SS-IIC.1).</td>
<td>5. See Strand I (History), illustrations #1 and #8.</td>
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| 6.      | Explains how human activities and physical processes influence change in ecosystems (SS-IID.1). | 6, 8. Using current events the student compares and contrasts human impact on the environment (e.g., Arctic oil drilling, wild fires, Paseo del Norte extension, international space station).

✓ effective communication

✓ historical accuracy
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<td>7.</td>
<td>Explains and describes how movement of people impacted and shaped (e.g., growth of towns and cities, effect upon native populations, railroads, livestock) western settlement in the United States (SS-II.E.1).</td>
<td>7. See Strand I, illustration #8.</td>
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| 8.      | Describes the differing viewpoints that individuals and groups have with respect to the use of resources (SS-II.F.1). | }
**STRAND III: CIVICS AND GOVERNMENT**

**CONTENT STANDARD:** The student understands the ideals, rights, and responsibilities of citizenship and understands the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**BENCHMARKS:**

A. The student understands the structure, functions, and powers of government (i.e., local, state, tribal, and national).

B. The student explains the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.

C. The student compares political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.

D. The student explains how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.

**GRADE 8 PERFORMANCE STANDARDS**

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| 1. Explains the structure and function of the national government as expressed in the United States Constitution and explains the powers granted to the three branches of government and those reserved to the people, states, and tribes, including:  
- the federal system dividing sovereignty between the states and the federal government and their supporting bureaucracies  
- the sovereignty of Native American tribes in relation to state and federal governments and government-to-government relationship  
- Bill of Rights, amendments to the Constitution  
- the primacy of individual liberty  
- design of Constitution to secure our liberty by both empowering and limiting central government  
- struggles over the creation of the Bill of Rights and its ratification  
- separation of powers through the development of differing branches  
- John Marshall’s role in judicial review, including Marbury vs Madison (SS-III.A.1). | 1, 2, 5, 7 - 9. After a study of the U.S. Constitution, the student creates a government of a fictional country based on the structures of the present day United States. The student works within a group where each student or a small group has a particular aspect of government (e.g., economy, foreign affairs, national affairs and political structure). Members of each “country”-group share their information within the “nation.” Each “country” interacts with other “countries” to set up trade agreements and political alliances to improve their standard of living. The student presents and displays the finished product to include the written plans from each group mounted with a national flag or map.  
- branches of government  
- Bill of Rights  
- rules for government officials, etc.  
- Federalism  
- court system includes judicial review  
- identification and use of basic vocabulary and major concepts |
| 2. Identifies and describes a citizen’s fundamental constitutional rights including:  
- freedom of religion, expression, assembly, press  
- right to a fair trial  
- equal protection and due process (SS-III.A.2). | |
<p>| 3. Describes the contributions of Native Americans (e.g., Iroquois Nation) providing a model that was utilized in forming the United States | 3. See Strand I (History), illustrations #3, #7 or Strand III (Civics &amp; Government), illustration #1. |</p>
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<td>government (SS-IIIA.3).</td>
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<td>4. Explains and describes how water rights and energy issues cross state and national boundaries (SS-IIIA.4).</td>
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<tr>
<td>5. Explains how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles (SS-IIIB.1).</td>
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<td>6. Explains the importance of point of view and its relationship to freedom of speech and press (SS-IIIB.2).</td>
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| 7. *Describes political philosophies and concepts of government that became the foundation for the American Revolution and the United States government including:*  
  • ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)  
  • concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights  
  • social covenant established in the Mayflower Compact  
  • characteristics of representative governments  
  • anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in “The Federalist Papers”  
  • concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances (SS-IIIC.1). |
| 8. Explains the concept and practice of separation of powers among the Congress, the president, and the Supreme Court (SS-IIIC.2). |
| 9. Understands the fundamental principles of American constitutional democracy, including how the government derives its power from the people (SS-IIIC.3). |
| 4. The student, individually or in pairs creates a political cartoon on water rights and energy issues (e.g., rolling blackouts, Isleta Pueblo & the Albuquerque water issue, WIPP).  
  ✓ communication skills  
  ✓ visual clarity  
  ✓ accuracy of information |
| 5. The student selects a country from which to examine national symbols, song, traditions, etc. The student creates visual organizer comparing and contrasting these to those of the U.S.  
  ✓ visual clarity  
  ✓ creativity  
  ✓ accuracy |
| 6. The student, working with a partner, critiques some authoritative body and presents this to the class. The class then discusses whether the criticisms are justified and if they should be protected under the First Amendment (e.g., dress code, popular culture).  
  ✓ communication skills  
  ✓ appropriate social skills  
  ✓ accuracy |
<p>| See Strand III (Civics &amp; Gov’t), illustration #3, and Strand I (History), illustration #5. |</p>
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<td>10.</td>
<td>Explains basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process (e.g., elections, political parties) and monitor and influence (e.g., interest groups) (SS-IIID.1).</td>
<td>The student examines the democratic process as it happens at the middle school or in their families. (e.g., take a poll on a student issue; write to state legislators on a community concern; examine the structure and practice of student government; go to the voting sites with parents). ✓ communication ✓ accuracy ✓ appropriate use of technology ✓ writing components</td>
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<td>11.</td>
<td>Understands the multiplicity and complexity of human rights issues (SS-IIID.2).</td>
<td>The student selects an issue, past or present, which is a direct violation of human rights and gives a persuasive speech defending or exposing a human rights issue (e.g., slavery, health issues, child labor, housing). ✓ communication ✓ logical presentation ✓ audience behavior</td>
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**STRAND IV: ECONOMICS**

**CONTENT STANDARD:** The student understands basic economic principles and uses economic reasoning skills to analyze the impact of economic systems, including the market economy, on individuals, families, businesses, communities, and governments.

**BENCHMARKS:**

A. The student explains and describes how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives, both economic and intrinsic and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocation.

B. The student explains how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

C. The student describes the patterns of trade and exchange in early societies and civilizations and explores the extent of their continuation in today’s world.

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**GRADE 8**

**PERFORMANCE STANDARDS**

1. Explains and provides examples of economic goals (SS-IVA.1).

2. Analyzes the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future (SS-IVA.2).

3. Explains that tension between individuals, groups, and/or countries is often based upon differential access to resources (SS-IVA.3).

4. Describes the relationships among supply, demand, and price and their roles in the United States market system (SS-IVB.1).

5. *Identifies how fundamental characteristics (e.g., private property, profits, competition) of the United States’ economic system influence economic* ________

**ILLUSTRATIONS**

1. The student designs logos or symbols that illustrate the major characteristics of each of the seven economic goals: economic freedom, economic efficiency, equity, security, full employment, price stability, growth.
   - visual clarity
   - clear communication
   - accuracy

2. The student plans a trip to a particular destination and weighs the cost and benefits of different modes of transportation (e.g., different models of cars, air travel vs. automobile). The student creates a two-column chart displaying the information.
   - accuracy
   - creativity
   - visual clarity

3. See Strand III (Civics & Government), illustration #1.

4. The student explores changes in prices due to supply and demand (e.g., clearance sales in stores, gasoline prices at different times of the year, cars when the new year model arrives, electronic devices).
   - accuracy
   - creativity
   - visual clarity

5. The student participates in a simulation that parallels the decision making that happens in government entities or businesses (e.g., Who decides what
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<td>decision making at local, state, tribal, and national levels (SS-IVB.2).</td>
<td>hall gets water fountains?,  What technology gets adopted?,  Who maintains the soccer field?,  How does the decision to build a new school happen?).</td>
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|        | 6. Explains changing economic activities in the United States and New Mexico and the role of technology in those changes (SS-IVB.3). | ✓ appropriate social skills  
   ✓ communication  
   ✓ audience behavior  
   ✓ logic of argument |
|        | 7. Identifies situations in which price and value diverge (SS-IVB.4). | 6, 9, 14. The student researches the progression of technology over time and creates an illustrated timeline (e.g., from the Santa Fe Trail to the influx of major corporations). |
|        | 8. Describes the use of money over time (e.g., college funds beginning in elementary years, savings accounts, 401Ks) (SS-IVB.5). | ✓ accuracy  
   ✓ visual clarity |
|        | 9. Understands why various sections of the early United States developed different patterns of economic activity and explores why and to what extent those differences remain today (SS-IVC.1). | 7. See Strand I (History), illustration #4. |
|        | 11. Explains how economic interdependence between countries around the world can improve the standard of living (SS-IVC.3). | 10. See Strand I (History), illustration #9. |
|        | 12. Explains the rise of the credit system and how the use of credit involves the use of someone else’s money at a certain interest rate and explores the social impact of credit, both pro and con (SS-IVC.4). | 11. See Strand III (Civics & Government), illustration #1. |
|        | 13. Explains the exchange rate as the price of a nation’s currency (SS-IVC.5). | 12. See Strand I (History), illustrations #6 and #8. |
   The student explains the exchange rate by comparing the American monetary system to those of other countries (e.g., among American colonies; Britain, Spain) as presented in a chart. |

✓ accuracy of information  
✓ visual clarity  
✓ thoroughness of research
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<tr>
<td>15.</td>
<td>Describes how “cost benefits” are determined by individuals, groups, societies, and nations in capitalist systems (SS-IVC.7).</td>
<td>15. The student explains costs-benefit analysis of a decision that needs to be made in the near future. The student displays points in a two-column chart with a concluding statement at the end. ✓ visual clarity ✓ accuracy ✓ writing components</td>
</tr>
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</table>
**Strand V: Literacy**

**Content Standard:** The student employs appropriate literacy (reading, writing, listening, speaking, use of technology) to read and interpret increasingly complex texts for a variety of purposes.

**Benchmarks:**

A. The student demonstrates competence with reading processes to comprehend, analyze, interpret, and evaluate a wide variety of texts across content areas.

B. The student responds to, examines, and critiques historically and culturally significant issues and events that both illustrate and affect people, society, and individuals.

C. The student develops and demonstrates proficiency and competence in writing effectively for different audiences and purposes (e.g., to describe, narrate, express, persuade, and analyze) using appropriate writing strategies and conventions.

D. The student develops and demonstrates proficiency and competence in speaking strategies and in appropriate speaking conventions to describe, narrate, express, explain, persuade, and analyze for a variety of purposes and audiences.

E. The student comprehends, analyzes, and interprets formal and informal auditory and visual works, including multimedia presentations.

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<th>Illustrations</th>
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<tbody>
<tr>
<td>1.</td>
<td>Increases comprehension of informational text:</td>
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<tr>
<td></td>
<td>• uses graphic elements (e.g., table of contents, glossary, glossary, index, tables, chart, charts, graphs, and maps) of a text to locate specific information (LA ID.4)</td>
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<td></td>
<td>• uses skimming and scanning of organizational elements (e.g., headings, subheadings, footnotes, captions, outlines) to increase understanding of the text (LA ID.4)</td>
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<td></td>
<td>• generates questions to be answered while reading</td>
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<td></td>
<td>• reflects on what has been learned after reading.</td>
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<td>2.</td>
<td>Summarizes the main idea and supporting details of a selection (LA I.6).</td>
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<td>3.</td>
<td>Shows an understanding and appreciation that learning is an opportunity for change in perspective (LA IIIA.2).</td>
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<td>4.</td>
<td>Shows how a work of literature (e.g., historical fiction), reflects the heritage, traditions, attitudes, and beliefs of the setting (LA II).</td>
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<td>5.</td>
<td>Demonstrates competence in using elements of effective writing (LA III.2).</td>
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<td>6.</td>
<td>Uses information for specific tasks (LA IB.1)</td>
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<td></td>
<td>• analyzes and evaluates information to extend ideas</td>
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<tr>
<td></td>
<td>• analyzes and evaluates themes and central ideas in relation to personal and societal issues,</td>
<td></td>
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<td></td>
<td>• creates a research product in both written and presentation form.</td>
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<tr>
<td>1.</td>
<td>See Strand III (Civics &amp; Government), illustration #1.</td>
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<tr>
<td>2.</td>
<td>See Strand I (History), illustration #6.</td>
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<tr>
<td>3, 4.</td>
<td>See Strand II (Civics &amp; Government), illustrations #6 and #11, as well as Strand I (History), illustration 5.</td>
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<tr>
<td>5.</td>
<td>See Strand I (History), illustrations #6, #8, #10.</td>
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<tr>
<td>6.</td>
<td>See Strand I (History), illustrations #11 and #14.</td>
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| 7. Demonstrates competence with speaking strategies:  
  • prepares an outline for a speech based upon a chosen pattern of organization to include an introduction, transitions, previews, summaries, a logically developed body, and an effective conclusion (LA IIB.6).  
  • revises a speech for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas (LA IIB.7). | 7. See Strand I (History), illustrations #1, #4, #7, #9, #10, as well as Strand III (Civics & government), illustrations #1, #6. |
| 8. Uses information for specific tasks (LA IIB.1)  
  • analyzes and evaluates information to extend ideas,  
  • analyzes and evaluates themes and central ideas in relation to personal and societal issues, and  
  • creates a research product in both written and presentation form. | 8. See Strand III (Civics & Government), illustration #11. |
| 9. Participates in group discussions and/or activities (LA I A.2)  
  • shares personal reactions to questions raised,  
  • gives reasons and cites examples from reliable sources to support opinions,  
  • clarifies, illustrates, or expands on a response, and  
  • asks classmates for similar expansions. | 9. See Strand I (History), illustration #1 and Strand III (Civics & Government), illustration #1. |
**STRAND VI: READING ANALYSIS**

**CONTENT STANDARD:** The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that both illustrate and affect people, society, and individuals.

**BENCHMARK:** The student examines literature from a variety of authors, cultures, and genres and makes connections among a variety of literary works.

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<td></td>
<td>1. Analyzes, identifies and explores the underlying assumptions of the author and describes alternative points of view (LA II.5).</td>
<td>1. The student writes a diary or journal from the perspective of an immigrant on an Atlantic journey coming from the new world and compares journal entries with other students. ✓ factual information accurately expressed ✓ personal experience or perspective</td>
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<td></td>
<td>2. Identifies conflict, rising action, climax, falling action, and resolution of conflict in a variety of literary works (APS – LAII.6).</td>
<td>2. The student creates a plot diagram for a reading selection (See APS - LAII.6 ILLUSTRATION).</td>
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<td>3. Examines classic and contemporary literature of a variety of genres from various cultures (LA II.9, III.A.1).</td>
<td>3. The student analyzes original documents from a variety of sources with support from various web sites including the Smithsonian Institute. See this web site: <a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html">www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html</a> ✓ comprehension ✓ author’s point of view ✓ bias ✓ purpose ✓ audience</td>
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<td>4. Analyzes personal perspective towards texts and the influence of society, culture, and historical issues on the reader (LA II.11, ID.2, IIIA.2).</td>
<td>4. The student analyzes original documents from a variety of sources with support from various web sites including the Smithsonian Institute. See this web site: <a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html">www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html</a> ✓ comprehension ✓ author’s point of view ✓ bias ✓ purpose ✓ audience</td>
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<td></td>
<td>5. Explains how themes in literature are a reflection of human issues and experiences (LA II.12,</td>
<td>5. The student reads a piece of literature from a given time period (e.g., <em>Johnny Tremain</em>, or <em>Across Five Aprils</em>) and identifies the reflected theme in a collage or a comic strip. ✓ accurate depiction of theme</td>
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<td></td>
<td>6. Shows an understanding and appreciation that learning is an opportunity for change in perspective (LA II.13, IIIA.2).</td>
<td>6. The student compares and contrasts (using a Venn diagram, or a Fishbone diagram) of the original draft versus the final draft of <em>The Declaration of Independence</em>. ✓ accurate use of Venn or Fishbone diagram ✓ information accurately placed</td>
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|         | 7. Shows how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (APS - LAII.14, IIIA.3). | 7. The student selects a genre, from U. S. history to review, analyze, and imitate in style.  
  ✔ style of author reflected in student written piece  
  ✔ accurate analysis  
  ✔ selection from U. S. History |
**STRAND VII: EXPRESSION**

**CONTENT STANDARD:** By speaking, writing, and/or signing, etc., the student expresses himself/herself in a culturally appropriate manner for many purposes.

**BENCHMARKS:**

A. The student expresses thoughts on topics that are of concern and interest within the school and community.

B. The student participates in various forms of cultural expression (e.g., music, art, speech, writing, traditions, and other products of a culture).

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<td></td>
<td><strong>1.</strong> Demonstrates competence with speaking strategies (LA IV.1; SS-1A, 1B; NSFLL – 1.1).</td>
<td>1 – 5. The student completes an oral history project, from U.S. history which includes an interview and written product or presentation incorporating technological components (e.g., PowerPoint, video, portfolio). Suggested topics could include military, immigration, social movement issues, etc. (See above for checklist.). ✓ use of technology ✓ interviewing skills</td>
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<td></td>
<td><strong>2.</strong> Demonstrates competence with speaking and language conventions (LA IV.2; SS-1A, 1B; NSFLL-1.1).</td>
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<td><strong>3.</strong> Demonstrates competence in using writing conventions (LA III.4; SS-1A, 1B, NSFLL-1.2).</td>
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<td><strong>4.</strong> Demonstrates competence in applying appropriate types of writing (LA-III.5; SS-1A, 1B; NSFLL-1.2).</td>
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<td><strong>5.</strong> Demonstrates competence in using the writing process to create a final product (LA-III.1; SS-1A, 1B; NSFLL-1.2).</td>
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**STRAND VIII: COMPREHENSION**

**CONTENT STANDARD:** By listening, observing, reading, and discussing, the student comprehends and interprets oral, written, and visual messages on a variety of topics.

**BENCHMARKS:**  
A. The student applies information on topics of concern and interest to him/her, his/her school and his/her community.  
B. The student recognizes and interprets complex forms of cultural expression.

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| 1.      | Determines the purpose of a variety of auditory/visual selections by determining bias, intended messages, emotional manipulation, and persuasive techniques (LA V.4; SS-2A; NSFLL-1.3). | 1 – 5. The student selects articles, about U.S. government, from the Spanish newspapers and clips headlines and/or sections that contain a bias or a hidden meaning assembling his/her work in a collage form. The student articulates his/her interpretation in the native language. [This activity can also be a form to show how often headlines are misleading (e.g., story does not apply to the headline)].  
✓ interpretation of author’s intent  
✓ fluency  
✓ correct use of language  
✓ organization  
✓ effective communication |
| 2.      | Interprets and synthesizes information that is heard, viewed, or read (LA V.1, SS-2A; NSFLL-1.2). | OR |
| 3.      | Leads in group discussions and/or activities (LA V.5, SS-2B; NSFLL-1.1). | After reading an article on U.S. government from a Spanish newspaper or magazine, the student writes a rebuttal to give another slant on the interpretation and presents it to the class.  
✓ correct use of language for information or persuasion  
✓ appropriate delivery  
✓ consideration of audience  
✓ creativity  
✓ intended message |
| 4.      | Increases comprehension of informational text (LA I.1; SS-2A; NSFLL-1.2). | |
| 5.      | Identifies and explores the underlying assumptions of the author and considers alternative points of view (LA II.4; SS-2B; NSFLL-1.2). | |
**STRAND IX: LANGUAGE AND CULTURE**
**CONTENT STANDARD:** The student understands the relationship between language and culture.

**BENCHMARKS:**
A. The student’s expression of appropriate language and gestures reflect cultural understanding and meaning.
B. The student comprehends that language and culture are interrelated.

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| 1.      | Self-assess the interaction between language and culture (SS-3A, 3B; NSFLL-2.1, 2.2). | 1. 2. The student reads literature by different authors of different Spanish-speaking countries and writes a paper comparing and contrasting the dialects and their cultural implications.  
✓ variety of genres  
✓ linguistic elements  
✓ writing conventions and delivery  
✓ graphic organizer |
| 2.      | Compares and contrasts language patterns that relate to cultural understanding (SS-3A, 3B). | |
**STRAND X: CULTURES**

**CONTENT STANDARD:** The student develops an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives.

**BENCHMARKS:**

A. The student exhibits knowledge of the elements of a cultural system.
B. The student expands and reflects the knowledge of the cultural variations within a linguistic group.

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<tr>
<td></td>
<td>1. Identifies, describes, and incorporates elements of culture (SS-4A).</td>
<td>1 – 4. The student researches and reports on traditions and institutions of two different cultural groups that immigrated to the U.S. during the late 1800’s. The student integrates social studies, language arts, and fine arts resulting in a written or oral presentation incorporating technology. ✔ writing corrections and delivery ✔ audience reaction and evaluation ✔ research strategies ✔ use of technology</td>
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<td>2. Assesses the perceptions of culture portrayed in various forms of media/communication (SS-4A.1; NSFLL-2).</td>
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<td>3. Appreciates the nature of language through comparisons of various Spanish dialects and his own (SS-4B; NSFLL-4.1).</td>
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<td>4. Expands and uses knowledge of cultural variations within a linguistic group (SS-4B.1; NSFLL-4.2).</td>
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**STRAND XI: LANGUAGE FUNCTIONS**

**CONTENT STANDARD:** The student understands how languages work.

**BENCHMARKS:**
A. The student identifies and uses the most common patterns of the language studied.
B. The student integrates the appropriate levels and styles of language in various contexts and settings.
C. The student interprets and applies critical elements of the language to communicate meaning.

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<tr>
<td>1.</td>
<td>Exhibits competence of critical elements in oral and written forms (LA III.2; SS-5C.1; NSFLL-1).</td>
<td>1, 2, 4. Working in small groups, the student chooses a legend and rewrites it as a play for presentation (e.g., Paul Bunyan, Johnny Appleseed). ✓ character analysis ✓ writing conventions and delivery ✓ audience reaction and evaluation</td>
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<tr>
<td>2.</td>
<td>Exhibits competence in using writing conventions (LA III.4; NSFLL-1).</td>
<td>✓ correct use of etymology</td>
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<td>3.</td>
<td>Evaluates strategies to define and extend understanding of word meaning (LA I.4).</td>
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<tr>
<td>4.</td>
<td>Incorporates consistently the appropriate levels and styles of language in various contexts (SS-5B.1; NSFLL-3).</td>
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3. While studying literature, on the Civil War, in the class, the student compiles a list of unfamiliar words. The student creates a dictionary with the meaning and etymology.
**STRAND XII: CONNECTIONS**

**CONTENT STANDARD:** The student uses the languages studied to reinforce and expand knowledge of other disciplines.

**BENCHMARKS:**

A. The student accesses and integrates information from the language to other content areas.
B. The student applies newly acquired experiences and knowledge from other content areas.

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<tr>
<td>1. Synthesizes connections between a variety of cultures, both worldwide and within Pan-American society, as depicted through a variety of literature and media (SS 6A; NSFLL-3).</td>
<td>1 – 4. The student interviews a Spanish speaking war veteran, familiarizes him/herself with the speaker’s life and background, devises questions for the interviewee, and completes a report based on the interview. ✓ use of technology as appropriate ✓ interviewing skills ✓ writing conventions and delivery ✓ native speaker evaluation</td>
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<td>2. Evaluates multiple sources of print and nonprint information. (e.g., books, newspapers, Internet, electronic databases, CD-ROMs) to develop informational materials for a specific audience (SS 6A).</td>
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<td>3. Incorporates and integrates experiences and new knowledge from other content areas to what is being learned (SS 6B; NSFLL-3).</td>
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<tr>
<td>4. Analyzes and interprets concepts, vocabulary and information from other content areas to learning (SS 6B.2; NSFLL-3).</td>
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**STRAND XIII: PERSONAL APPLICATIONS**

**CONTENT STANDARD:** The student uses the language studied for personal enjoyment, personal enrichment, and employability.

**BENCHMARKS:**
A. The student integrates into his/her life languages and knowledge of cultures to become lifelong learners.
B. The student applies languages and knowledge of cultures to explore career opportunities globally.

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|         | 1.Synthesizes the language within and beyond the school setting for continuous learning, personal enjoyment, and enrichment (SS-7B; NSFLL-5). | 1 – 3. The student, individually or in pairs, creates a political cartoon on current issues in the school, community, state or nation. He/She gathers information for the cartoon from local sources (e.g., radio, newspaper, interviews and on-line.  
✓ communication skill  
✓ technology as appropriate  
✓ writing conventions and delivery  
✓ interpersonal skills |
|         | 2.Integrates appropriate technology to present information for the intended purpose and audience (LA III.3; SS 7C). | |
|         | 3.Implements appropriate research conventions and strategies to gather information (LA VI.2). | |