

Geography

8th Grade Social Studies

Standard 1

1. I can determine how geography affected the development of the United States.

8. 1. a I can identify the 5 aspects of geography including location, place, human-environmental interaction, movement, and region.

8. 1. b I can recognize and apply the 5 aspects of geography when studying the development of the United States.

2. I can use geographic skills to help me study the United States.

8. 2. a I can locate major physical features on a map including plains, rivers, bodies of water, mountain ranges, and continents.

8. 2. b I can locate major political features on a map including countries, states, and regions.

8. 2. c I can use my map and globe skills to help study the history of the United States and where different events took place (e.g. legend, direction, scale, grid coordinates).



Time Periods

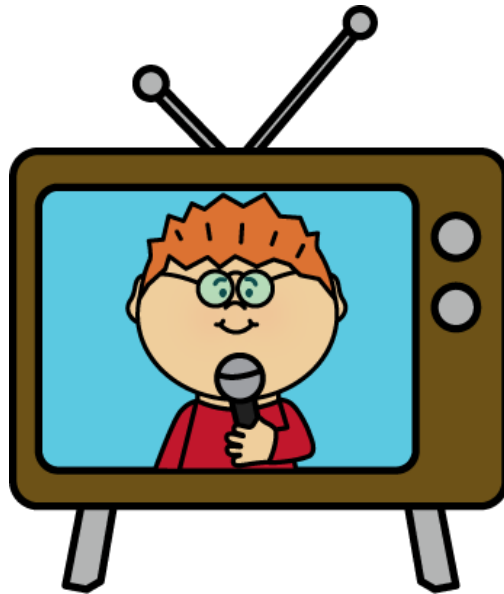
8th Grade Social Studies

Standard 2

1. I can develop an awareness of current events.

8. 1. a I can use different forms of media (e.g. print, broadcast, internet) to acquire information about current events.

8. 1. b I can recognize the difference between a fact and opinion. I can use this information to help determine any bias about current events given by the media.



2. I can analyze current events and determine how they are influenced by history.

8. 2. a I can apply knowledge of historical events when analyzing recent major events.

8. 2. b I can use current information from the news to discuss past events.

European Exploration

8th Grade Social Studies

Standard 3

1. I can explore what life was like among the different Native American Indian nations prior to European exploration of the New World.

8. 1. a I can identify the different regions where American Indian nations lived in North America.

8. 1. b I can examine the cultures of the American Indian nations (e.g. languages, beliefs, traditions, lifestyles).

2. I can analyze the reasons for European exploration.

8. 2. a I can explain the economic reasons for exploration (e.g. trade routes, goods, raw materials).

8. 2. b I can examine the political reasons for exploration (e.g. empire building, European rivalries).

8. 2. c I can investigate the social reasons for exploration (e.g. spreading ideas/beliefs, seeking religious freedom).

8. 2. d I can identify key individuals in European exploration (e.g. Columbus, Cartier, Cabot, Hudson).

2. I can determine the impact that European exploration had on African slaves and American Indians.

8. 2. a I can examine the reasons for slavery (e.g. cotton, sugar, tobacco).

8. 2. b I can investigate when the slave trade in the Americas began.

8. 2. c I can investigate the different transportation methods used to bring African slaves to the Americas (e.g. triangular trade routes, the Middle Passage).

8. 2. d I can explore the negative impact that Europeans had on American Indian cultures (e.g. disease, Spanish conquistadors).

European Colonization

8th Grade Social Studies

Standard 4

1. I can explain where and why European countries colonized North America.

8. 1. a □ I can identify the different reasons for exploration (e.g. religion, expansion, trade, wealth).

8. 1. b □ I can locate the geographical regions where Europeans settled.

8. 1. c □ I can investigate the contributions and influences of the major European powers (e.g. France, England).

2. I can analyze the reasons for settlement of the English colonies.

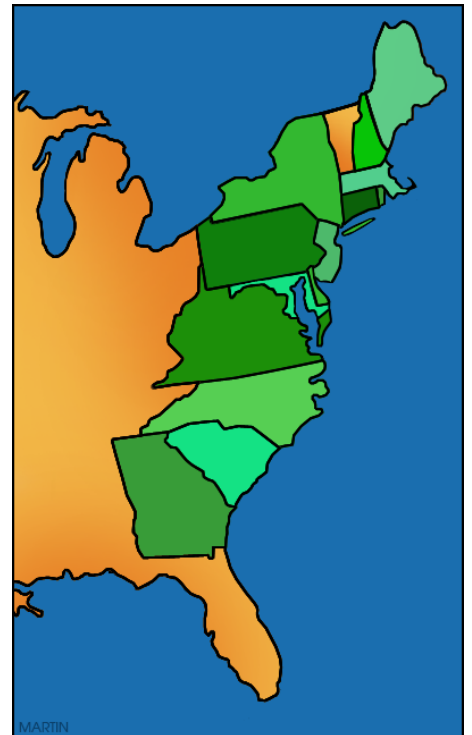
8. 2. a □ I can compare the reasons why settlement occurred in the New England, Middle, and Southern colonies.

8. 2. b □ I can explain the contributions of key individuals in settling the English colonies (e.g. John Smith, Lord Baltimore, William Bradford).

8. 2. c □ I can identify the key groups who were involved in settling the English colonies (e.g. Virginia Company, Pilgrims, Puritans, Quakers).

8. 2. d □ I can determine why there was conflict between North American and European powers.

8. 2. e □ I can examine the causes of the French and Indian War, and the outcomes that occurred from it.



European Colonization (cont.)

8th Grade Social Studies

Standard 4

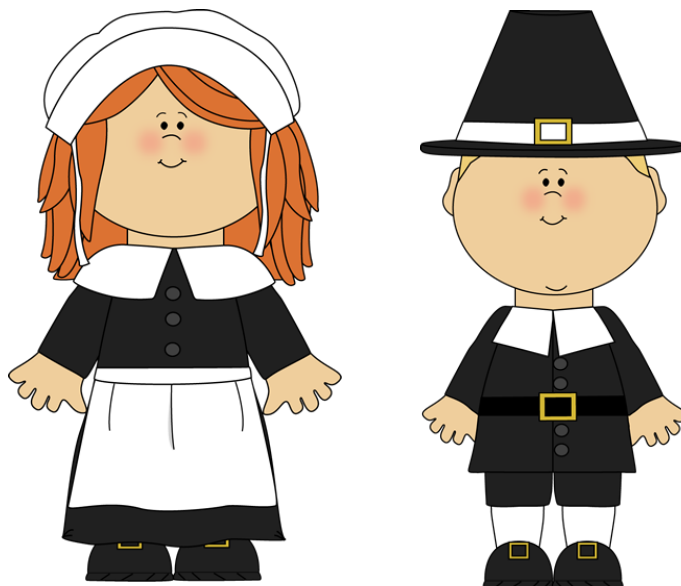
3. I can examine the economic, political, and social patterns that occurred during the development of the 13 English colonies.

8. 3. a □ I can contrast the economies of the three major colonial regions: New England, Middle, and Southern.

8. 3. b □ I can assess the impact that geography had on the economies of the three major colonial regions.

8. 3. c □ I can explain the development of self-government in the colonies.

8. 3. d □ I can investigate the different lifestyles and cultures that occurred in the three major colonial regions (e.g. education, slavery, religion).



American Revolution

8th Grade Social Studies

Standard 5

1. I can analyze the ideas and events leading to the Revolutionary movement.

8. 1. a □ I can explore the events leading to the armed conflict between Great Britain and the American colonies.

8. 1. b □ I can analyze the ideas behind the revolutionary movement and the desire for independence.

8. 1. c □ I can explain the major ideas written in the Declaration of Independence.

2. I can assess the factors that affected the war and contributed to American victory.

8. 2 a □ I can examine how the Revolutionary War affected the lifestyle and resources of the colonists.

8. 2. b □ I can explain the events that led to European aid for the American cause.

8. 2. c □ I can examine the advantages and disadvantages that the Continental army had compared to British resources.

3. I can evaluate the contributions that key people and groups had in the Revolution.

8. 3 a □ I can identify the contributions that major colonial leaders had in the Revolution (e.g. George Washington, John Adams, Sam Adams, Alexander Hamilton, Thomas Paine).

8. 3. b □ I can determine the role that various political groups had in the Revolutionary movement (e.g. Sons and Daughters of Liberty, Committees of correspondence).

8. 3. c □ I can determine the role that various social groups had in the Revolutionary movement (e.g. women, free and enslaved blacks, American Indians).

American Revolution

(cont.)

8th Grade Social Studies

Standard 5

4. I can examine the effects of the Revolution on the United States.

8. 4. a □ I can understand the terms and meaning in the Treaty of Paris of 1783.

8. 4. b □ I can determine the weaknesses within the Articles of Confederation.

8. 4. c □ I can investigate the problems that the new nation faced after the Revolution ended (e.g. debt, lack of a central unified government, international relations).

8. 4. d □ I can explain the effect that the Revolution had on different groups of people (e.g. Native American Indians, slaves, European immigrants).



The Constitution

8th Grade Social Studies

Standard 6

1. I can assess the steps leading to the development of the Constitution and new United States government.

8. 1. a □ I can analyze the factors involved in setting up the Constitutional Convention.

8. 1. b □ I can investigate the ideas and documents that became a foundation to the United States Constitution (e.g. Magna Carta, Iroquois Confederation).

2. I can analyze the compromises made during the ratification of the Constitution.

8. 2 a □ I can compare the Federalist and Anti-Federalist ratification debates.

8. 2. b □ I can examine the various ratification compromises (e.g. 3/5 Compromise, Great Compromise, Bill of Rights).

3. I can examine the basic structure of the Constitution.

8. 3 a □ I can identify the major elements of the Constitution.

8. 3. b □ I can explain the purpose of the Constitution and use the preamble to do so.

8. 3. c □ I can explore the role and functions of the three branches of government.

8. 3. d □ I can examine the principles of separation of powers and checks and balances.

8. 3. e □ I can determine the role of the Constitution as a living document in society.

4. I can analyze the rights, liberties, and responsibilities of American citizens.

8. 4. a □ I can identify the responsibilities of having citizenship (e.g. voting, performing jury duty, obeying laws).

8. 4. b □ I can examine the Bill of Rights and its guarantees.

8. 4. b □ I can understand how the Bill of Rights applies to society and my actions.

Expansion

8th Grade Social Studies

Standard 7

1. I can describe the ideas and events leading the expansion of the United States.

- 8. 1. a □ I can explain the Manifest Destiny's role in American expansion (e.g. land acquisition, economy, immigration).
- 8. 1. b □ I can examine the reasoning behind the Louisiana Purchase and the consequences it had.
- 8. 1. c □ I can investigate the role that key explorers had in the expansion of the United states (e.g. Lewis and Clarke, Pike, Fremont).
- 8. 1. d □ I can examine the different groups of settlers that came West (e.g. mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants).

2. I can examine the conflicts that occurred during America's expansion.

- 8. 2. a □ I can investigate the causes and results of the War of 1812.
- 8. 2. b □ I can analyze America's policies and treaties with the American Indian nations.
- 8. 2. c □ I can investigate the impact that the Mexican war had on the land and people living in the Southwest.

3. I can analyze how new inventions and transportation assisted with Western expansion.

- 8. 3. a □ I can determine the impact of different inventions on expansion (e.g. farming, industry, communication).
- 8. 3. b □ I can examine major developments in types of

4. I can assess the impact of the Industrial Revolution on the United States.

- 8. 4. a, b □ I can examine the development of the factory system and it's effect on growth in northern cities.
- 8. 4. c □ I can compare and contrast how the Industrial Revolution affected the North, South, and West.
- 8. 4. d □ I can understand the changes that occurred in working conditions.

Political Party System

8th Grade Social Studies

Standard 8

1. I can investigate the development of the American political party system.

8. 1. a I can examine the differences between the Federalists and Democratic-Republicans.

8. 1. b I can explain the evolution of the political parties through the 18th and 19th centuries.

8. 1. c I can determine the role that third party groups and individuals had on the reformation process.

8. 1. d I can investigate the role that political parties have in the election process.

2. I can analyze the evolution of democracy and the extension of democratic principles.

8. 2 a I can examine how the development of the Supreme Court has strengthened the American government.

8. 2. b I can analyze how state rights issues led to growing sectionalism.

8. 2. c I can investigate the relationship between national and state governments, and their goal in expanding democracy.

8. 2. d I can explain how the political process has evolved over time to include more people in the voting process.

3. I can analyze how social reforms in the 19th century have shaped Americans.

8. 3 a I can examine the details of the abolitionist movement (e.g. Frederick Douglas, William Lloyd Garrison, Sojourner Truth).

8. 3. b I can investigate how reform during this time impacted education, religion, prisons, and the mentally ill.

8. 3. c I can examine the growth of women's political and legal rights during this time.

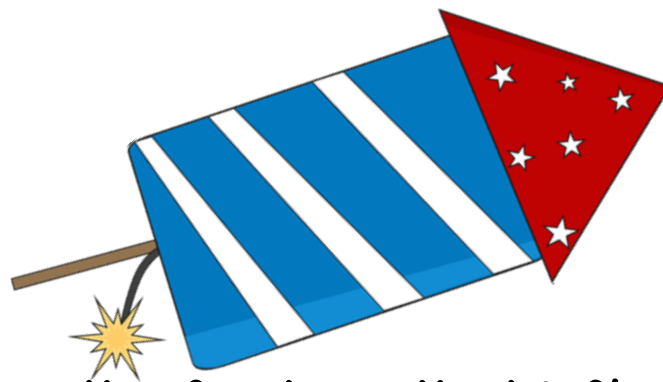
Civil War

8th Grade Social Studies

Standard 9

1. I can analyze the events that led up to the Civil War.

- 8. 1. a I can describe the cultural differences between the North and South.
- 8. 1. b I can examine the economic differences between the North and South (e.g. slavery, industry, agriculture).
- 8. 1. c I can analyze how state rights led to conflict between the North and South.
- 8. 1. d I can see how compromise helped to ease differences between the North and South (e.g. Missouri Compromise, Compromise of 1850).
- 8. 1. e I can investigate how the abolitionist movement increased tension between the Northern and Southern states (e.g. Uncle Tom's Cabin, Fugitive Slave law, John Brown's raid).
- 8. 1. f I can assess how the election of 1860 led to secession.



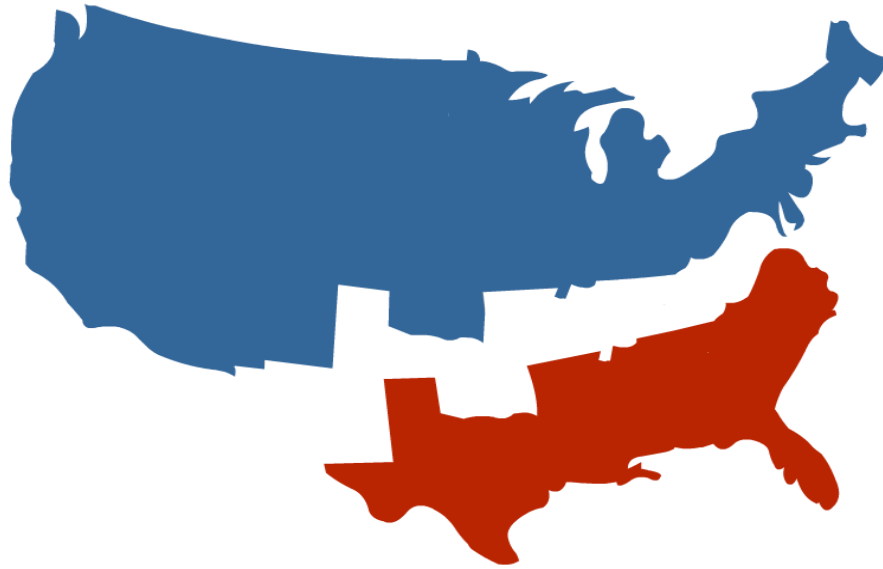
2. I can determine the factors that influenced the course of the war, contributing to Union victory.

- 8. 2 a I can compare the advantages and disadvantages between the Union and Confederacy.
- 8. 2. b I can analyze the impact that the Emancipation Proclamation had on the United States and on the Confederacy.
- 8. 2. c I can identify who the key individuals were in the Civil War and the contributions they made (e.g. Lincoln, Davis, Lee, Grant).
- 8. 2. d I can investigate how the civil war affected all groups of people in the United States.

Civil War (cont.)

8th Grade Social Studies

Standard 9



3. I can evaluate the Reconstruction period and its effect on the United States after the war.

8. 3. a I can explain the purpose of the Reconstruction.

8. 3. b I can analyze the impact that the Reconstruction had among groups and society (e.g. abolition of slavery, integration of races, fall of Southern society, education).

8. 3. c I can determine the economic changes that took place within the United States as a result of the Reconstruction.

8. 3. d I can explain the political changes that occurred during the Reconstruction Era (e.g. 13th/ 14th/ 15th Amendments, voting regulations, military districts).

American West

8th Grade Social Studies

Standard 10

1. I can analyze the factors that brought people West.

8. 1. a I can examine why different groups of people came to the West (e.g. farmers, immigrants, adventurers).

8. 1. b I can investigate the impact that mining had on the land on people living in the West.

8. 1. c I can assess the positive and negative effects of the railroad on Western development.

2. I can analyze the settlement of the American West.

8. 2 a I can examine the changes of Western landscape as a result of settlement.

8. 2. b I can investigate the development of cities in the West.

8. 2. c I can examine the impact that Western settlement had on Native American Indians.

3. I can investigate the conflict among different groups of people who were settling the West.

8. 3. a I can identify the groups who were involved in settlement of the West and their reasons for conflict.

8. 3. b I can examine the consequences of conflict during the settlement of the West.

