

Eighth Grade U.S. History

(Analysis) 8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.

- I can identify the events that led to the American Revolution.
- I can identify individuals who played an important role in the events that led to the American Revolution.
- I can explain how the reaction of the colonists to these events led to the American Revolution.
- I can explain the importance of major battles in the American Revolution.
- I can identify the individuals who played an important role in the major battles of the American Revolution.
- I can explain how political documents and writings influenced the American Revolution.

(Comprehension) 8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.

- I can explain how and why western lands were acquired and settled.
- I can identify the major causes, events, and people associated with: Louisiana Purchase, War of 1812, Texas Revolution, War with Mexico, California Gold Rush, Oregon Territory, and Indian Relocation, and Railroads
- I can identify the major social reform issues and reformers associated with: Abolition of Slavery, Child Labor Laws, Public education, Women's rights, Temperance, Rights of the mentally ill

(Comprehension) 8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.

- I can identify the events and issues that led to the Civil War.
- I can explain how speeches and writings influenced the Civil War.
- I can identify individuals who played an important role in the events that led to the Civil War.
- I can explain the importance of major battles in the Civil War.
- I can identify the individuals who played an important role in the major battles of the Civil War.

(Comprehension) 8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.

- I can explain the ideals and goals of reconstruction and why they did not work.
- I can explain the difference between Abraham Lincoln's plan for Reconstruction and that of the Radical Republicans.

- I can explain how the assassination of Abraham Lincoln changed the plans for Reconstruction.

(Analysis) 8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.

- I can categorize the reasons why people supported states rights rather than a strong central government before and during the American Revolution.
- I can explain how the need for a strong federal system evolved after the American Revolution.

(Analysis) 8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.

- I can explain the meaning of the term Manifest Destiny and show how it resulted in the growth of the United States.
- I can identify ways in which westward migration led to conflicts between different groups of people who wanted the land.
- I can describe how inventors and their inventions changed society.
(see 8.US.1.2)

(Analysis) 8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.

- I can compare the roles of both women and African Americans before and after the civil war.
- I can explain how the war affected soldiers, civilians, and families.
- I can explain how the Civil War changed the way future wars would be fought.

(Analysis) 8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.

- I can explain how minority populations influenced the development of government policies.

Eighth Grade U.S. History Performance Descriptors

Eighth grade students performing at the advanced level will:

- explain the connection between events of the Civil War and Reconstruction;
- analyze the role of leadership in times of conflict;
- defend the position of each side in the American Revolution and Civil War;
- compare the positive and negative effects of westward expansion.

Eighth grade students performing at the proficient level will:

- explain the events, outcomes, and impact of the American Revolution on the emergence of the United States;
- describe the influence of westward expansion and reform movements on American culture and philosophies;

- explain the events, outcomes, and impact of the Civil War on American society;
- summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction.

Basic Eighth grade students performing at the basic level will:

- list the events and outcomes of the American Revolution;
- describe the westward expansion and reform movements;
- list the events and outcomes of the Civil War;
- identify the changes in the United States during Reconstruction.

Eighth Grade World History

The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

Eighth Grade Geography

The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

Eighth Grade Civics (Government)

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

(Comprehension) 8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.

- I can identify the 3 branches of government and list the powers of each branch.
- I can explain how the legislative branch is the result of the Great Compromise and the Three-Fifths Compromise.
- I can justify the need for the separation of powers and the checks and balance system.
- I can describe how a discussion of philosophical ideas at the Constitutional Convention led to the writing of the US Constitution.

(Application) 8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.

- I can describe the needs of citizens and groups as they moved west.
- I can describe government actions and policies in response to the needs of people moving west.

(Application) 8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.

- I can list the successes and failures of the government under the Articles of Confederation and show how the failures led to the adoption of the US Constitution.

(Comprehension) 8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.

- I can explain the similarities and differences between the governments of the United States and the Confederacy.
- I can explain how the Civil War changed the US Constitution.
- I can identify and explain the conflicts between the president and congress during reconstruction.

(Comprehension) 8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.

- I can name and illustrate (in a variety of ways) the rights and freedoms as stated in the first 15 amendments of the US Constitution.

Eighth Grade Civics (Government) Performance Descriptors

Eighth grade students performing at the advanced level will:

- compare the Articles of Confederation with the Constitution;
- describe the influence of the Constitution on contemporary legislation;
- describe how westward expansion contributed to the Civil War.

Eighth grade students performing at the proficient level will:

- describe the successes and problems of the government under the Articles of Confederation;
- describe the processes, differing points of view, and outcomes of the Constitutional Convention;
- describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War;
- describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.

Eighth grade students performing at the basic level will:

- identify powers of the government under the Articles of Confederation;
- identify the fundamental liberties and rights stated in the Bill of Rights;
- describe the events of the Constitutional Convention.

Eighth Grade Economics

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

(Comprehension) 8.E.1.1. Students are able to identify economic support for America during conflicts.

(Analysis) 8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.

(Analysis) 8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.

(Comprehension) 8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.

Eighth Grade Economics Performance Descriptors

Eighth grade students performing at the advanced level will:

- explain why foreign countries provided economic support to America during conflicts;
- describe how emerging technologies impacted the American economy.

Eighth grade students performing at the proficient level will:

- identify economic support for America during conflicts;
- describe how westward expansion was motivated by economic gain;
- describe the impact of technology and industrialization to the mid-1800s;
- outline the economic effects of Reconstruction in the United States.

Eighth grade students performing at the basic level will:

- identify one source of economic support for an American conflict;
- list one reason economic gain motivated westward expansion;
- list one economic effect of the Reconstruction.