

Eighth Grade U.S. History
Grade Standards, Supporting Skills, Assessments, and Resources

Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(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.	<p>Identify the events that led to the American Revolution</p> <p>Identify individuals who played an important role In the events that led to the American Revolution</p> <p>Explain how the reaction of the colonists to these events led to the American Revolution</p> <p>Explain the importance of major battles in the American Revolution</p> <p>Identify the individuals who played an important role in the major battles of the American Revolution</p> <p>Explain how political documents and writing influenced the American Revolution</p> <p>Explain reasons why Colonies were able to defeat the British</p>		

(Comprehension)	<p>8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.</p>	<p>Explain sequentially how and why western lands were acquired and settled</p> <p>Identify the major causes and events associated with: Louisiana Purchase, War of 1812, Texas Revolution, War with Mexico, California Gold Rush, Oregon Territory, and Indian Relocation, and Railroads.</p> <p>Identify individuals who played an important role in the westward expansion</p> <p>Explain the Native American reaction to Westward Expansion</p> <p>Identify the major social reform issues and reformers associated with: Abolition of Slavery, Child labor Laws, Public education, Women's rights, Temperance, Rights of mentally ill</p>		
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(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.	<p>Identify the events and issues that led to the Civil War</p> <p>Explain how speeches and writings influenced the Civil War</p> <p>Identify individuals who played an important role in the events that led to the Civil War</p> <p>Explain the importance of major battles in the Civil War</p> <p>Identify the individuals who played an important role in major battles of the Civil War</p> <p>Explain reasons why the Union was able to defeat the Confederacy</p>		
(Comprehension)	8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.	<p>Explain the ideals and goals of reconstruction and why they did not work</p> <p>Explain the difference between Abraham Lincoln's plan for Reconstruction and that of the Radical Republicans</p> <p>Explain how the assassination of Abraham Lincoln changed the plans for Reconstruction</p> <p>Explain how violent racism became a reaction to</p>		

		Reconstruction Explain how Reconstruction ended		
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessment	Resources
(Analysis)	8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.	<p>Categorize the reasons why people supported states rights rather than a strong central government before and during the American Revolution</p> <p>Explain how the need for a strong federal system evolved after the American Revolution</p> <p>Explain how and why political parties were formed</p>		
(Analysis)	8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.	<p>Explain the meaning of the term Manifest Destiny and show how it resulted</p> <p>Identify ways in which westward migration led to conflicts between different groups of people who wanted the land</p> <p>Explain how Westward</p>		

		<p>Expansion provided freedom for Religious groups</p> <p>Explain how Suffrage Rights expanded with the Westward Movement</p> <p>Describe how inventors and their inventions changed society</p> <p>Explain how the Industrial Revolution changed American family life</p> <p>Explain the impact Reformers had on American Life</p>		
(Analysis)	8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.	<p>Explain how the war affected soldiers, civilians and families</p> <p>Explain how the Civil War changed the way future wars would be fought</p> <p>Compare the roles of both women and African Americans before and after the Civil War</p> <p>Describe the Racial Segregation that occurs after the Civil War</p>		
(Analysis)	8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.	<p>Explain how minority populations influenced the development of government policies</p>		

		<p>Explain the differences between the Political Parties Plans for Reconstruction</p> <p>Explain the long term effects of Reconstruction on the United States</p> <p>Explain why many freed slaves migrated north and the change it brought to the northern states</p>		
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**Eighth Grade U.S. History
Performance Descriptors**

Advanced	Eighth grade students performing at the advanced level will: <ul style="list-style-type: none"> • 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.
Proficient	Eighth grade students performing at the proficient level will: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
Grade Standards, Supporting Skills, and Examples

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
Grade Standards, Supporting Skills, and Examples

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)
Grade Standards, Supporting Skills, Assessments and Resources

Note: 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.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.	<p>Identify the 3 branches of government and list the powers of each branch</p> <p>Explain how the legislative branch is the result of the Great Compromise and the Three-Fifths Compromise</p> <p>Justify the need for the separation of powers and the checks and balance system</p> <p>Describe how a discussion of philosophical ideas at the Constitutional Convention led to the writing of the US Constitution</p>		
(Application)	8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.	<p>Describe the needs of citizens and groups as they moved west</p> <p>Describe government actions and policies in response to the needs of</p>		

		people moving west Describe government actions towards people already living in the west		
(Application)	8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.	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.	Explain the similarities and differences between the governments of the Union and the Confederacy Explain how the Civil War changed the US Constitution Identify and explain the conflicts between the President and Congress during Reconstruction		

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessment	Resources
(Comprehension)	8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.	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**

Advanced	Eighth grade students performing at the advanced level will: <ul style="list-style-type: none">• 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.
Proficient	Eighth grade students performing at the proficient level will: <ul style="list-style-type: none">• 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.
Basic	Eighth grade students performing at the basic level will: <ul style="list-style-type: none">• 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
Grade Standards, Supporting Skills, Assessments and Resources

Note: 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: 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.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessment	Resources
(Comprehension)	8.E.1.1. Students are able to identify economic support for America during conflicts.	Explain how and why help was provided by Foreign countries during war time Explain the Role of taxes to pay for war Explain the Role of individuals and groups who provided funding for war		
(Analysis)	8.E.1.2. Students are able to describe how westward expansion was motivated by	Identify government programs that provided aid to railroads and settlers		

	economic gain.	Describe how Westward Expansion was motivated by economic gain -immigration -advertising -free land -discontent/ safety valve -railroad		
(Analysis)	8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.	Identify changes brought about by the first Industrial Revolution (mid 1800's) Describe the impact of technology and industrialization on mid-1800's in America -railroads -plows -growth of cities		
(Comprehension)	8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.	Outline the economic effects of Reconstruction in the United States Identify how Reconstruction changed farming Identify how Reconstruction caused urban migration		

**Eighth Grade Economics
Performance Descriptors**

Advanced	Eighth grade students performing at the advanced level will: <ul style="list-style-type: none">• explain why foreign countries provided economic support to America during conflicts;• describe how emerging technologies impacted the American economy.
Proficient	Eighth grade students performing at the proficient level will: <ul style="list-style-type: none">• 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.
Basic	Eighth grade students performing at the basic level will: <ul style="list-style-type: none">• 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.