

Standards for Grade 8

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Trimester 1

Trimester 2

Trimester

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity

2: Human Rights

3: Call to Family and Community

4: Dignity and Work Rights of Workers

5: Option for the Poor

6: Global Solidarity

7: Care for God's Creation

Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts

M: mathematics

SC: science

FA: fine arts

T: technology

O: other

Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate

#PA: Partially adequate

#NA: Not Adequate

Assessment – Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught

M: Minimal Emphasis

B: Basic Emphasis

S: Strong Emphasis

Assessment – Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a *few* of the students are proficient

2: About *half* of the students are proficient

3: *Most* of the students are proficient

Grade 8 - Standard 1

8.1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.1.1 the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.1.2 the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "...all Men are created equal, that they are endowed by their Creator with certain unalienable Rights")	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.1.3 the significance of the American Revolution as it affected other nations especially France	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.1.4 its blend of civic republicanism, classical liberal principles, and English parliamentary traditions	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 2

8.2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.2.1 the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.2.2 the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.2.3 the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

8.2.4 the political philosophy underpinning the U.S. Constitution as specified in <i>The Federalist</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.2.5 the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of the separation of church and state	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.2.6 the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.2.7 the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 3

8.3. Students understand the foundation of the American political system and the ways in which citizens participate in it, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.3.1 the principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.3.2 how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.3.3 the advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.3.4 the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.3.5 the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

8.3.6 the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.3.7 the function and responsibilities of a free press	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 4

8.4. Students analyze the aspirations and ideals of the people of the new nation, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.4.1 its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.4.2 the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.4.3 the rise of capitalism and the economic problems and conflicts that arose (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.4.4 the daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 5

8.5. Students analyze U.S. foreign policy in the early Republic, in terms of:

Legend

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R: Resources: A=adequate PA=partially adequate NA=not adequate

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Benchmarks	T		I			R	A	
8.5.1 the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events leading to a final peace	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.5.2 the changing boundaries and the principal relationships between the United States, its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.5.3 the major treaties with Indian nations during the administrations of the first four presidents and their varying outcomes	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 8 - Standard 6

8.6. Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

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Benchmarks	T		I			R	A	
8.6.1 the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.6.2 the physical obstacles to, and the economic and political factors in (e.g., Henry Clay's American System), building a network of roads, canals and railroads	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.6.3 the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.6.4 the lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.6.5 the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

8.6.6 the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.6.7 common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 7

8.7. Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the South, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.7.1 the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.7.2 the origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.7.3 the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.7.4 the lives and opportunities of free-blacks in the North as compared with free-blacks in the South	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 8

8.8. Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the West, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.8.1 the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Indian removal, opposition to Supreme court)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.8.2 the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Indians and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.8.3 the role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.8.4 the role of the great rivers and the struggle over water rights	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

8.8.5 Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.8.6 the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 9

8.9. Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

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Benchmarks	T		I			R	A	
8.9.1 the leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.9.2 how early state constitutions abolished slavery	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.9.3 the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.9.4 the slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

8.9.5 the significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), <i>Dred Scott v. Sandford</i> (1857), and the Lincoln-Douglas debates (1858)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
8.9.6 the lives of free blacks and the laws that curbed their freedom and economic opportunity			7		T			
					FA			
					O			
8.9.6 the lives of free blacks and the laws that curbed their freedom and economic opportunity	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

Grade 8 - Standard 10									
8.10. Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:									
Legend									
T: Timeline: Q=quarter Tr=trimester									
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A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient									
Benchmarks		T		I			R	A	
8.10.1 the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
						FA			
						O			
8.10.2 the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
						FA			
						O			
8.10.3 the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
						FA			
						O			
8.10.4 Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865)		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
						FA			
						O			
8.10.5 the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee)		Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
		Q2	Tr2	1	2	LA	PA	M	2
		Q3	Tr3	3	4	M	NA	B	3
		Q4		5	6	SC		S	
				7		T			
						FA			
						O			

8.10.6 critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.10.7 how the war affected combatants, with the largest death toll of any war in American history,-and the physical devastation, the effect on civilians, and the effect on future warfare	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 8 - Standard 11

8.11. Students analyze the character and lasting consequences of Reconstruction, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.11.1 the original aims of Reconstruction and the effects on the political and social structure of different regions	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.11.2 the push-pull factors in the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions (e.g. the experiences of Buffalo Soldiers)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.11.3 the effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedman, including racial segregation and "Jim Crow" laws	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.11.4 the rise and effects of the Ku Klux Klan	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.11.4 the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 8 - Standard 12

8.12. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
8.12.1 patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map	Q1	Tr1	<u>ST</u>	<u>ST</u>	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.12.2 the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.12.3 how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.12.4 entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., John D. Rockefeller, Andrew Carnegie, Leland Stanford)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
8.12.5 the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

8.12.6 child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the leaders of and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions (e.g. Samuel Gompers)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.12.7 the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.12.8 the characteristics and impact of Grangerism and Populism	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
8.12.9 the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

<p style="text-align: center;">Historical and Social Sciences Analysis Skills <i>Grades K-5</i></p>
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PLEASE NOTE

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

Research, Evidence and Point of View

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

Historical Interpretation

1. students summarize the key events of the era they are studying and explain their historical contexts
2. students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
3. students identify and interpret the multiple causes and effects of historical events
4. students conduct cost/benefit analyses of historical and current events