

## Grade 8 - Social Studies Standards

### Standard I, IV: Culture, Individuals, Groups and Institutions

- A. Explain how the diverse peoples of the U.S. developed a common national identity. I-A,B,F,H
- B. Describe the social, economic and political effects of:
- stereotyping and prejudice
  - racism and discrimination
  - institutionalized racism and institutionalized discrimination I-B,C,D,E,F,G,H,I,
- C. Analyze how contact with Native Americans resulted in political relations, treaties, land acquisition and Indian removal. I-A,C,E,G, IV-B,C,D,E,F,G,H VII-A,B
- D. Identify groups that immigrated to the United States before 1877 and the circumstances surrounding their coming, including the Irish Potato Famine and Chinese workers building the railroad. I-B
- E. Analyze the economic and geographic factors that contributed to the enslavement of Africans and resistance to slavery. I-B,C,D,G, IV-A,B,C,D,F,G, VII-A,B
- F. Trace the development of religious diversity in the colonies and analyze how the concept of religious freedom has evolved in the United States. I-F
- G. Explain the historic limitations on participation of women in United States society and efforts to gain equal rights for women. I-A,B,D
- H. *Identify cultural contributions of a group who immigrated to America.* (PPO-IE)
- I. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.** VII-B

### Standard II: History

- A. **Select events and construct a multiple-tier time line to show relationships between events.** II-A,B,C

- B. Describe the political, religious and economic aspects of North American colonization, with emphasis on:
- the reasons for colonization
  - key differences among the Spanish, French and English colonies
  - founders of the colonies
  - interactions between Native Americans and European settlers, including the agricultural and cultural exchanges, alliances and conflicts
  - indentured servitude and introduction and institutionalization of slavery
  - the early representative government and democratic practices that emerged, including town meetings and colonial assemblies
  - conflicts among colonial powers for control of North America II-A,B,D,EG-L
- C. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonist and the British concerning:
- Proclamation of 1763 - Boston Tea Party
  - Stamp Act - boycotts
  - Townshend Acts - petitions
  - Tea Act - appeals
  - Intolerable Acts II-A,B,D,E,G,L,M IV-C, IV-D
- D. Explain the results of important events of the American Revolution, including:
- declaring American independence
  - character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779
  - creation of state constitutions
  - impacts on women, African-Americans and Native Americans IIA,B,D,E,G,L

- E. Explain major domestic problems faced by the leaders of the Republic under the Articles of Confederation including:
- national security
  - creating a stable economy
  - dealing with war debts
  - collecting revenues
  - setting up a court system
  - defining authority of the central government II-A, II-B, II-D, II-E, II-G, II-L, II-O
- H. Explain the challenges in writing and ratifying the United States Constitution including:
- the compromises (Great, 3/5, over slave trade)
  - Federalist/Anti-Federalists
  - Bill of Rights* II-A,B,C,E,G,L,O, IV-H (PPO V-I)
- I. Describe the actions taken to build one nation emphasizing:
- precedents of Washington (cabinet, 2-term presidency)
  - Alexander Hamilton and the National Bank
  - creation of political parties
  - establishment of an independent federal court system II-A,B,D,E,G,L,O
- J. Describe and analyze western territorial including:
- Northwest Ordinance
  - Westward Movement/Manifest Destiny
  - Louisiana Purchase/Lewis and Clark
  - Native American policies
  - Texas revolution and War with Mexico II-A,B,D,E,G,L,O
- L. Explain the causes of the Civil War emphasizing:
- slavery
  - states' rights
  - differing economies of North, South and West
  - extension of slavery into the territories, including: Dred Scott Decision, the Kansas Nebraska Act, role of abolitionists such as Fredrick Douglas and John Brown.
  - addition of new states to the Union and the balance of power in the Senate, including the Missouri Compromise, the Compromise of 1850.
  - emergence of Lincoln/Lincoln-Douglas debates
  - election of 1860 and South secession.

- II-A,B,D,E,G,L,O,Q IV-A,D,F,I
- M. Explain the course and consequences of the Civil War emphasizing:
- strengths and weaknesses of each side
  - Lincoln, Lee, Grant
  - Gettysburg
  - Emancipation Proclamation
- II-B, II-E, II-L, II-M
- N. Analyze the consequences of Reconstruction emphasizing:
- Lincoln's assassination and impeachment of Johnson
  - 13-15 amendments
  - rise of the Ku Klux Klan and black codes. II-L
- O. *Relate current events to knowledge of past events.* II-N
- P. *Explain how a significant event developed and the results of that event.* (PPO II-K)
- Q. *Investigate historical narratives through primary and secondary sources.* II-J, II-K
- R. **Explain the cause and consequences of the American Revolution with emphasis on both colonial and British perspectives.** II-O
- S. **Explain the political and economic challenges faced by the U.S. after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.** II-D
- T. **Analyze the causes and consequences of the American Civil War.** II-L

## Standard III: Geography

- A. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics. III-A,C,G,H,I,K,L
- B. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the U.S. during the 18th and 19th centuries. III-C,H,K,L
- C. Explain how colonization, westward expansion, immigration, industrialization and advances in transportation and communication changed geographic patterns in the United States. III-G,H,J,K

- D. **Explain how the environment influences the way people live in different places and the consequences of modifying the environment.** III-H

## Standard V, VIII: Government and Civics

- A. Analyze the principles of self- government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. V-K, VII-F
- B. Explain how events and issues demonstrated the need for a stronger form of governance in the U.S including:
- Shay's Revellion
  - economic instability
  - government under the Articles of Confederation. V-K
- C. Explain the political concepts expressed in the Constitution:
- representative democracy
  - federalism
  - bicameralism
  - separation of powers
  - checks and balances. V-I, V-H, VII-B
- D. *Examine political theories that led to the development of the Constitution.* V-K
- E. Explain how the United States Constitution Protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security. V-E, V-G
- F. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals, with emphasis on:
- freedom of religion, speech, press and assembly
  - right to trial by jury and the right to counsel
  - due process and equal protection of the laws V-H, V-K, VII-F
- G. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States. V-K, VII-E
- H. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States, including:
- payment of debt
  - establishment of a national bank

- strict or loose interpretation of the Constitution
  - support for England or France V-E
- I. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
- nominating conventions
  - expansion of the franchise
  - active campaigning V-I, VIII-A,D,H,J
- J. Show the relationship participating in civic and political life and the attainment of individual and public goals, including:
- the Sons of Liberty and Committees of Correspondence/ American independence
  - Underground Railroad and abolition movement/abolition of slavery VIII-H
- K. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
- Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner
  - state constitutional conventions and the disenfranchisement of free blacks
  - Jackson and his role in the removal of native Americans
  - Frederick Douglass and the abolitionist movement
  - Elizabeth Cady Stanton and women's rights IV-B,C,D,F,G, V-E, VIII-C,H,J
- L. Show connections between the rights and responsibilities of citizenship, including:
- voting and staying informed about issues
  - jury trials and serving on juries
  - having rights and respecting the rights of others VIII-D
- M. **Identify historical origins that influenced the rights and liberties that U.S. citizens have today.** V-K
- N. **Show the relationship between civic participation and attainment of civic and public goals.** VIII-C,J
- O. **Explain why people institute governments, how they influence governments and how governments interact with each other.** V-G, VIII-C,H,J

- P. **Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance provide for the protection of rights and the long-term future of a growing democracy.**  
V-K

## Standard VI: Economics

- A. Explain how the uneven distribution of productive resources influenced the outcome of the Civil War. VI-A,B,C,F,G
- B. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries. VI-F,G,J,K
- D. Explain how lack of the power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the United States Constitution. VI-G
- E. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War. VI-E,G
- F. **Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.** VI-G,J
- F. *Name (3) economic systems and identify a country that has each.* (PPO VI-A)
- G. ***Explain why it is necessary for governments to generate revenue.*** VI-H
- H. *Discuss goods and services that the government produces as compared to those produced by the private sector.* VI-D

## Standard IX : Social Studies Skills and Methods

- A. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.
- B. Evaluate the credibility of sources for logical fallacies, consistency of arguments and unstated assumptions.\*III-G-6

- C. **Write a position paper or give an oral presentation including citation of sources.**  
\*IV-B-11,12, \*VI-K
- D. Construct a historical narrative using primary and secondary sources. II-J, \*VI-C-9
- E. **Organize historical information in text or graphic format and analyze the information in order to draw conclusions about historic perspectives.** \*III-E-1, \*III-F-2, II-O
- F. Organize and lead a discussion.
- G. Identify ways to manage conflict within a group.

All items with an asterisk (\*) are objectives from the Communications Arts Course of Study.

**Bolded statements are state benchmarks.**

*Italicized items are in the Diocesan Course of Study, not in state standards.*

Regular print items are state grade level indicators.