



The American Republic

To 1877

© 2007

STANDARDS		
Strand	Historical Understanding	
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history		
There are no benchmarks for this standard for this Grade/Course.		
Strand	Historical Understanding	
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms		
Topic	Historical Sources	Page References
Benchmark SS.8.2.1	Differentiate between primary and secondary sources, understanding the potential and limitations of each	Student Edition: 590-605 <i>Critical Thinking</i> 119 #4, 151 #4 <i>Practicing Skills</i> 353, 450 <i>Skillbuilder</i> 340, 440 Teacher Wraparound Edition: RS 165; T 340, 440
Sample Performance Assessment (SPA)	The student: Determines the advantages and disadvantages of primary sources (e.g., first-hand account, but it is subjective) and secondary sources (e.g., information synthesized by expert but limited by his/her perspective).	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze primary and secondary sources, describing, with clear and precise detail, the potential and limitations of each	Differentiate between primary and secondary sources, describing the potential and limitations of each	Explain the difference between primary and secondary sources	Recognize examples of primary and secondary sources
Topic	Historical Perspectives and Interpretations	Page References	
Benchmark SS.8.2.2	Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Student Edition: <i>Critical Thinking</i> 424 #4 <i>Interdisciplinary Activity</i> 205 <i>Practicing Skills</i> 159, 215, 450 <i>Skillbuilder</i> 146, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 Teacher Wraparound Edition: T 146, 440	
Sample Performance Assessment (SPA)	The student: Explains how different perspectives on events leads to a variety of interpretations (e.g., the difference between "The Civil War," "The War Between the States," and the "War of Northern Aggression").		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using relevant examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using weakly connected examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Ineffectively describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability

STANDARDS			
Strand		History	
Standard 3: History: UNITED STATES HISTORY-Understand important historical events in the Post-Revolutionary war through Reconstruction era (including second great awakening and westward expansion)			
Topic	The Constitution	Page References	
Benchmark SS.8.3.1	Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Student Edition: 192-198, 199-201 <i>Critical Thinking</i> 198 #5, 214 #14 <i>Interdisciplinary Activity</i> 198 <i>More About</i> 196	
Sample Performance Assessment (SPA)	The student: Describes why the Articles of Confederation created a weak central government (e.g., inability to tax and the lack of an executive branch) and led to calls for amending the Articles.	Teacher Wraparound Edition: C 198; CTA 196; EC 197; MA 196; T 193, 200	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Describe the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Recognize the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787
Topic	The Constitution	Page References	
Benchmark SS.8.3.2	Describe the controversies (including large states versus small states and slavery) and the compromises that resolved them (including the Great Compromise and the Three-Fifths Compromise) at the Constitutional Convention	Student Edition: 199-205 <i>Critical Thinking</i> 205 #4 <i>Interdisciplinary Activity</i> 205 <i>Reviewing Key Facts</i> 214 #9 <i>Reviewing Themes</i> 205	
Sample Performance Assessment (SPA)	The student: Explains why controversies arose and how they were resolved by compromises at the Constitutional Convention.	Teacher Wraparound Edition: C 205; DI 201; RS 203	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the controversies and the compromises that resolved them at the Constitutional Convention, with accuracy	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with no significant errors	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with a few significant errors	Describe the controversies and/or the compromises that resolved them at the Constitutional Convention, with many significant errors
Topic	The Constitution	Page References	
Benchmark SS.8.3.3	Describe the ideas and principles (including checks and balances, separation of powers, representative democracy) of the Constitution	Student Edition: 207-213, 217-222, 223-227 <i>Chart</i> 218, 224 <i>Critical Thinking</i> 222 #5 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: C 222; CLA 218; RS 220; T 224	
Sample Performance Assessment (SPA)	The student: Identifies the ideas and principles of the Constitution and provides a specific example of how one branch of government can check the powers of another branch (e.g., veto, judicial review, war powers).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the ideas and principles of the Constitution	Describe, with detail, the ideas and principles of the Constitution	Describe, with minimal detail, the ideas and principles of the Constitution	Ineffectively describe the ideas and principles of the Constitution
Topic	The Constitution	Page References	
Benchmark SS.8.3.4	Explain the controversies over the ratification of the Constitution	Student Edition: 211-212 <i>Practicing Skills</i> 215 <i>Reviewing Key Facts</i> 214 #12 Teacher Wraparound Edition: C 213; MA 191	
Sample Performance Assessment (SPA)	The student: Describes the reasons given by the Federalists for supporting ratification (e.g., the need for a strong central government) and reasons given by the Anti-federalists for opposing it (e.g., fear of a strong central government).		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the controversies over the ratification of the Constitution	Explain, with detail, the controversies over the ratification of the Constitution	Explain, with minimal detail, the controversies over the ratification of the Constitution	Ineffectively explain the controversies over the ratification of the Constitution
Topic	Early American Society	Page References	
Benchmark SS.8.3.5	Explain how the Bill of Rights places limitations on the federal government	Student Edition: 212, 220, 228 <i>Alternative Assessment</i> 215 <i>Critical Thinking</i> 230 <i>Interdisciplinary Activity</i> 213, 222 <i>Reviewing Themes</i> 230 #3	
Sample Performance Assessment (SPA)	The student: Describes how limitations placed on government by the Bill of Rights secure individual liberties (e.g., free speech, religious liberties, rights of the accused).	Teacher Wraparound Edition: BR 228; CLA 229; CTA 221	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the Bill of Rights places limitations on the federal government	Explain, with detail, how the Bill of Rights places limitations on the federal government	Explain, with minimal detail, how the Bill of Rights places limitations on the federal government	Ineffectively explain how the Bill of Rights places limitations on the federal government
Topic	Early Government of the United States	Page References	
Benchmark SS.8.3.6	Describe the emergence of the two-party system (including Washington's farewell address and the election of 1800)	Student Edition: 266, 267-272 <i>Chart</i> 269 <i>Critical Thinking</i> 272 #4 <i>More About</i> 271 <i>Reviewing Themes</i> 272	
Sample Performance Assessment (SPA)	The student: Explains why, in spite of Washington's warning against political factions in his farewell address, a two-party system emerged by the election of 1800 and manifested itself in the Alien and Sedition Acts.	Teacher Wraparound Edition: CLA 268; DI 269; ICA 270	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the emergence of the two-party system	Describe, with detail, the emergence of the two-party system	Describe, with minimal detail, the emergence of the two-party system	Ineffectively describe the emergence of the two-party system
Topic	Early Government of the United States	Page References	
Benchmark SS.8.3.7	Describe significant events and changes associated with Andrew Jackson's presidency (including Jackson's stance on Indian removal issues and Jacksonian democracy)	Student Edition: 334-339, 341-345 <i>Critical Thinking</i> 339 #5 <i>Geography & History</i> 346-347 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 342	
Sample Performance Assessment (SPA)	The student: Explains the reasons Andrew Jackson ordered the Indian removal.	Teacher Wraparound Edition: CC 343; DYK 336; ICA 337	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze significant events and changes associated with Andrew Jackson's presidency	Describe significant events and changes associated with Andrew Jackson's presidency	Identify significant events and changes associated with Andrew Jackson's presidency	Identify, with assistance, significant events and changes associated with Andrew Jackson's presidency
Topic	Early American Society	Page References	
Benchmark SS.8.3.8	Examine the impact of the Seneca Falls Convention and major abolitionists, including Frederick Douglass and William Lloyd Garrison	Student Edition: 418-424, 425-428 <i>Interdisciplinary Activity</i> 424 <i>Two Viewpoints</i> 420 <i>Why It Matters</i> 426-427	
Sample Performance Assessment (SPA)	The student: Analyzes how the reform movements of the first half of the 19th century (i.e., abolitionism and women's movement) affected American society.	Teacher Wraparound Edition: C 428; EC 426; RS 422; T 419; W 421; WM 426	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the impact of the Seneca Falls Convention and major abolitionists, making significant connections, insights, and generalizations	Examine the impact of the Seneca Falls Convention and major abolitionists, making connections, insights, and generalizations	Describe the impact of the Seneca Falls Convention and major abolitionists	Ineffectively describe the impact of the Seneca Falls Convention and major abolitionists
Topic	Early American Society	Page References	
Benchmark SS.8.3.9	Describe how the development of technology in the first half of the 19th century had an impact on American life	Student Edition: 306-311, 315-318 <i>Critical Thinking</i> 311 #5, 319 #4-5 <i>Profiles in History</i> 319 <i>Reviewing Themes</i> 311, 319 <i>Technology & History</i> 307 Teacher Wraparound Edition: C 319; CLA 307; DI 316; RS 310; TH 307; W 309	
Sample Performance Assessment (SPA)	The student: Explains how the steamboat, cotton gin, and railroads contributed to the growth of the economy and impacted the lives of American people.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the development of technology in the first half of the 19th century had an impact on American life	Describe, with detail, how the development of technology in the first half of the 19th century had an impact on American life	Describe, with minimal detail, how the development of technology in the first half of the 19th century had an impact on American life	Ineffectively describe how the development of technology in the first half of the 19th century had an impact on American life
Topic	Westward Expansion	Page References	
Benchmark SS.8.3.10	Examine how and why the United States became a continental nation through westward expansion	Student Edition: 282-285, 314-319, 341-345, 369-374 <i>Critical Thinking</i> 285 #4 <i>National Geographic</i> 372 <i>Why It Matters</i> 316-317 Teacher Wraparound Edition: C 285; CTA 373; DI 371; ICA 344	
Sample Performance Assessment (SPA)	The student: Analyzes how certain ideas and events contributed to westward expansion (e.g., the Louisiana Purchase, Indian removals, and the Mexican-American War).		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how and why the United States became a continental nation through westward expansion	Explain how and why the United States became a continental nation through westward expansion	Name events that led to the United States becoming a continental nation through westward expansion	Recognize examples of events that led to the United States becoming a continental nation through westward expansion
Topic	Antebellum America	Page References	
Benchmark SS.8.3.11	Explain the sectionalism that emerged in the first half of the 19th century	Student Edition: 321-327, 436-439, 441-444 <i>Critical Thinking</i> 439 #5, 444 <i>Reviewing Themes</i> 444	
Sample Performance Assessment (SPA)	The student: Describes how slavery and tariffs increased tensions between northern and southern states.	Teacher Wraparound Edition: C 444; CLA 442; R 437; RS 437	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the sectionalism that emerged in the first half of the 19th century	Explain, with detail, the sectionalism that emerged in the first half of the 19th century	Explain, with minimal detail, the sectionalism that emerged in the first half of the 19th century	Ineffectively explain the sectionalism that emerged in the first half of the 19th century
Topic	Civil War	Page References	
Benchmark SS.8.3.12	Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War	Student Edition: 441-444, 445-448, 449-453 <i>Critical Thinking</i> 453 #4 <i>Interdisciplinary Activity</i> 448 <i>Two Viewpoints</i> 450	
Sample Performance Assessment (SPA)	The student: Describes how issues and events such as slavery in the territories, the fugitive slave law, "Bleeding Kansas," the Dred Scott decision, the election of 1860, and the secession crisis led to the Civil War.	Teacher Wraparound Edition: C 444, 453; DI 447; RS 446, 450; T 442	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how the key issues and events after the Mexican War relate to the outbreak of the Civil War, making significant connections, insights, and generalizations	Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War	Name the key issues and events after the Mexican War that relate to the outbreak of the Civil War	Recognize examples of the key issues and events after the Mexican War that relate to the outbreak of the Civil War
Topic	Civil War	Page References	
Benchmark SS.8.3.13	Explain the major factors that determined the outcome of the Civil War (including leaders, resources, and key battles)	Student Edition: 460-464, 466-472, 473-477, 485-491 <i>Geography & History</i> 492-493 <i>National Geographic</i> 470, 487, 488-489 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition: C 477, 491; CLA 467; DI 468; ICA 463; RS 461; T 486	
Sample Performance Assessment (SPA)	The student: Describes leaders (e.g., Lincoln, Grant, Jackson, and Lee), resources, (e.g., population and industrial capacity), and key battles (Antietam, Chancellorsville, Gettysburg) and the role they played in the Civil War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the major factors that determined the outcome of the Civil War	Explain the major factors that determined the outcome of the Civil War	Name the major factors that determined the outcome of the Civil War	Recognize the major factors that determined the outcome of the Civil War
Topic	Reconstruction	Page References	
Benchmark SS.8.3.14	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans	Student Edition: 500-503, 506-508 <i>Critical Thinking</i> 503 #5 <i>Interdisciplinary Activity</i> 508 <i>Reviewing Themes</i> 503 <i>National Geographic</i> 507 Teacher Wraparound Edition: C 503, 520; Cr 505; RS 501; T 501	
Sample Performance Assessment (SPA)	The student: Compares Lincoln's conciliatory policy for readmitting the former Confederate states into the Union with that of the more punitive plan of congressional Republicans.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant and insightful conclusions about each	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant conclusions about each	Explain the Reconstruction plan of President Lincoln and that of the congressional Republicans	Ineffectively explain the Reconstruction plan of President Lincoln and that of the congressional Republicans
Topic	Reconstruction	Page References	
Benchmark SS.8.3.15	Explain the impact of the Civil War on African Americans	Student Edition: 504-508, 510-511, 519-520 <i>An American Story</i> 504 <i>Critical Thinking</i> 508 #5 <i>Reviewing Themes</i> 508	
Sample Performance Assessment (SPA)	The student: Describes how the lives of African American were affected by constitutional amendments (e.g., 13th, 14th, 15th) and the actions of southern whites (e.g., Black Codes, the Ku Klux Klan, and Jim Crow laws).	Teacher Wraparound Edition: C 508; CLA 510; ICA 507; RS 505	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the impact of the Civil War on African Americans, making significant connections, insights, and generalizations	Explain the impact of the Civil War on African Americans, making connections, insights, and generalizations	Describe the impact of the Civil War on African Americans	Ineffectively describe the impact of the Civil War on African Americans

STANDARDS			
Strand	Political Science/Civics		
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			
Topic	Governance, Power and Authority	Page References	
Benchmark SS.8.4.1	Describe the purpose and structures of the three branches of the federal government	Student Edition: 209-211, 223-227, 233-240 <i>Chart 224, 225</i>	
Sample Performance Assessment (SPA)	The student: Identifies the main functions (e.g., legislative, executive, and judicial) and structures (e.g., two houses of Congress, president and executive departments, and levels of courts) of the three branches.	<i>Critical Thinking 227 #4</i> <i>Reviewing Themes 227</i> Teacher Wraparound Edition: C 227; CLA 235; CTA 234, 239; DI 225; T 224	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the purpose and structures of the three branches of the federal government	Describe, with detail, the purpose and structures of the three branches of the federal government	Describe, with minimal detail, the purpose and structures of the three branches of the federal government	Ineffectively describe the purpose and structures of the three branches of the federal government
Topic	Global Cooperation, Conflict, and Interdependence	Page References	
Benchmark SS.8.4.2	Explain United States foreign policy as reflected in the Monroe Doctrine	Student Edition: 326-327, 616 <i>Critical Thinking 327 #5</i>	
Sample Performance Assessment (SPA)	The student: Describes how the United States enforced the Monroe Doctrine (e.g., French intervention in Mexico in the 1860's).	<i>Reviewing Key Facts 14</i>	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze United States foreign policy as reflected in the Monroe Doctrine, making significant connections, insights and generalizations	Explain United States foreign policy as reflected in the Monroe Doctrine, making connections, insights and generalizations	Describe United States foreign policy as reflected in the Monroe Doctrine	Ineffectively describe United States foreign policy as reflected in the Monroe Doctrine

STANDARDS			
Topic	Global Cooperation, Conflict, and Interdependence		Page References
Benchmark SS.8.4.3	Describe the influences of America on other nations and/or organizations and vice versa (including French and Spanish interests at the start of the Lewis and Clark expedition and the impact of the Indian removals)		Student Edition: 283, 241-245 <i>Geography & History</i> 286-287 <i>Interdisciplinary Activity</i> 345 <i>National Geographic</i> 284, 342 Teacher Wraparound Edition: EC 286; ICA 344; RS 342; T 283
Sample Performance Assessment (SPA)	The student: Explains how America's influence on other nations and their influence on America affected specific events during the westward expansion.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the influences of America on other nations and/or organizations and vice versa	Describe, with detail, the influences of America on other nations and/or organizations and vice versa	Describe, with minimal detail, the influences of America on other nations and/or organizations and vice versa	Ineffectively describe the influences of America on other nations and/or organizations and vice versa
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
Topic	Citizenship and Participation		Page References
Benchmark SS.8.5.1	Explain the responsibilities of citizens in a representative democracy		Student Edition: 228-230 <i>Critical Thinking</i> 230 #5, 231 #12 <i>Interdisciplinary Activity</i> 230 <i>Reviewing Themes</i> 230 Teacher Wraparound Edition: BR 228; C 230; CLA 229; T 229
Sample Performance Assessment (SPA)	The student: Describes why we need to fulfill the responsibilities of citizenship (e.g., obey the law, pay taxes, don't infringe on the rights of others).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the responsibilities of citizens in a representative democracy	Explain, with detail, the responsibilities of citizens in a representative democracy	Explain, with minimal detail, the responsibilities of citizens in a representative democracy	Ineffectively explain the responsibilities of citizens in a representative democracy

STANDARDS			
Strand	Cultural Anthropology		
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			
There are no benchmarks for this standard for this Grade/Course.			
Strand	Geography		
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
There are no benchmarks for this standard for this Grade/Course.			
Strand	Economics		
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			
Topic	Limited Resources and Choice	Page References	
Benchmark SS.8.8.1	Explain productivity in terms of output per worker, hour, machine, or unit of land, and its effects on standards of living in 18th and/or 19th century America	Student Edition: 306-311, 390 <i>Critical Thinking</i> 390 #4 <i>Reviewing Themes</i> 311 #3 <i>Technology & History</i> 307 Teacher Wraparound Edition: CLA 307; RS 310; W 309	
Sample Performance Assessment (SPA)	The student: Describes how an invention during the 18th or 19th century increased productivity and had an impact on the standard of living in the United States (e.g., McCormick reaper on farming).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, productivity and its effects on standards of living in 18th and/or 19th century America	Explain, with detail, productivity and its effects on standards of living in 18th and/or 19th century America	Explain, with minimal detail, productivity and its effects on standards of living in 18th and/or 19th century America	Ineffectively explain productivity and its effects on standards of living in 18th and/or 19th century America

STANDARDS			
Topic	Role and Function of Markets	Page References	
Benchmark SS.8.8.2 Sample Performance Assessment (SPA)	Describe the factors that influence production and consumption decisions in a market system	Student Edition: 306-311, 390 <i>Critical Thinking</i> 390 #4 <i>Reviewing Themes</i> 311 #3 <i>Technology & History</i> 307 Teacher Wraparound Edition: CLA 307; RS 310; W 309	
	The student: Explains how the revolution in the English textile industry caused the increase of cotton production in the American south.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with accuracy, the factors that influence production and consumption decisions in a market system	Describe, with no significant errors, the factors that influence production and consumption decisions in a market system	Describe, with a few significant errors, the factors that influence production and consumption decisions in a market system	Describe, with many significant errors, the factors that influence production and consumption decisions in a market system