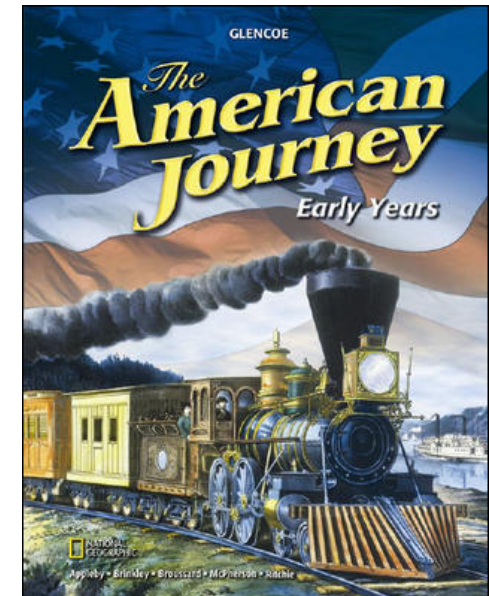


The **American Journey**

© 2009

Early Years

© 2009



STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
Eighth Grade U.S. History Grade Standards, Supporting Skills, and Examples		
Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.		
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.		
<ul style="list-style-type: none"> Identify and explain the sources of conflict which led to the American Revolution. Examples: Proclamation of 1763, Stamp Act, Townshend Acts, Sugar Act, Coercive (Intolerable) Acts, tax on tea 	<p>Student Edition: 112, 123-125, 127-129, 139 <i>American Diary</i> 126 <i>By The Numbers</i> 123 <i>National Geographic</i> 124 <i>Primary Source</i> 127, 128 <i>Reading Check</i> 112</p> <p>Teacher Wraparound Edition: C 125; CT 124; DI 129; HCP 123, 127; RS 123; SP 128; WS 124</p>	<p>Student Edition: 112, 123-125, 127-129, 139 <i>American Diary</i> 126 <i>By The Numbers</i> 123 <i>National Geographic</i> 124 <i>Primary Source</i> 127, 128 <i>Reading Check</i> 112</p> <p>Teacher Wraparound Edition: C 125; CT 124; DI 129; HCP 123, 127; RS 123; SP 128; WS 124</p>
<ul style="list-style-type: none"> Associate key individuals with their roles in the American Revolution. Examples: John Adams, Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, Benjamin Franklin. 	<p>Student Edition: 133-137, 139-142 <i>People in History</i> 136 <i>You Decide</i> 140</p> <p>Teacher Wraparound Edition: C 142; DI 136, 139; RS 134</p>	<p>Student Edition: 133-137, 139-142 <i>People in History</i> 136 <i>You Decide</i> 140</p> <p>Teacher Wraparound Edition: C 142; DI 136, 139; RS 134</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> Explain the political significance of the Declaration of Independence. 	<p>Student Edition: 139-142 <i>American Diary</i> 152 <i>Primary Source</i> 139, 141 <i>The Declaration of Independence</i> 146-149</p> <p>Teacher Wraparound Edition: CT 146; HCP 139; RS 146</p>	<p>Student Edition: 139-142 <i>American Diary</i> 152 <i>Primary Source</i> 139, 141 <i>The Declaration of Independence</i> 146-149</p> <p>Teacher Wraparound Edition: CT 146; HCP 139; RS 146</p>
<ul style="list-style-type: none"> Describe major military battles and the role of major American and British military leaders in the American Revolution. Examples: Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, Charles Cornwallis 	<p>Student Edition: 134-137, 140, 153-159, 161-165, 169-173, 175-178 <i>Chance & Error in History</i> 176-177 <i>Geography & History</i> 180-181 <i>Linking Past to Present</i> 154-155 <i>National Geographic</i> 134-135, 156-157, 158, 171 <i>People in History</i> 164 <i>Primary Source</i> 153, 162-163 <i>Reading Check</i> 137, 158, 159 <i>Time Line</i> 169</p> <p>Teacher Wraparound Edition: C 159, 178; CT 153, 180; DI 158; FF 180; HCP 158, 176; RS 134, 153; SP 181; WS 159</p>	<p>Student Edition: 134-137, 140, 153-159, 161-165, 169-173, 175-178 <i>Chance & Error in History</i> 176-177 <i>Geography & History</i> 180-181 <i>Linking Past to Present</i> 154-155 <i>National Geographic</i> 134-135, 156-157, 158, 171 <i>People in History</i> 164 <i>Primary Source</i> 153, 162-163 <i>Reading Check</i> 137, 158, 159 <i>Time Line</i> 169</p> <p>Teacher Wraparound Edition: C 159, 178; CT 153, 180; DI 158; FF 180; HCP 158, 176; RS 134, 153; SP 181; WS 159</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.		
<ul style="list-style-type: none"> Explain sequentially how and why the land was acquired and settled. Examples: Louisiana Purchase, Florida, Oregon, Texas Examples: Texas Revolution, Mexican War, Cherokee relocation, Seminole War 	<p>Student Edition: 281-285, 323-326, 343-347, 359-363, 367-371, 373-377, 379-382 <i>American Diary</i> 280 <i>By The Numbers</i> 343 <i>Chance & Error in History</i> 368 <i>National Geographic</i> 283, 324, 344-345, 360, 362, 370, 374, 376 <i>Primary Source</i> 45, 281, 282, 367 <i>Reading Check</i> 282, 285, 346, 363 <i>You Decide</i> 364-365</p> <p>Teacher Wraparound Edition: C 285, 347; DI 344; HCP 282, 345, 360; RS 346, 370; SP 344, 362, 364; WS 368</p>	<p>Student Edition: 281-285, 323-326, 343-347, 359-363, 367-371, 373-377, 379-382 <i>American Diary</i> 280 <i>By The Numbers</i> 343 <i>Chance & Error in History</i> 368 <i>National Geographic</i> 283, 324, 344-345, 360, 362, 370, 374, 376 <i>Primary Source</i> 45, 281, 282, 367 <i>Reading Check</i> 282, 285, 346, 363 <i>You Decide</i> 364-365</p> <p>Teacher Wraparound Edition: C 285, 347; DI 344; HCP 282, 345, 360; RS 346, 370; SP 344, 362, 364; WS 368</p>
<ul style="list-style-type: none"> Describe the reform movement of the mid-nineteenth century in the U.S. Examples: women, slavery 	<p>Student Edition: 419-421 <i>Primary Source</i> 420 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: C 421; CT 419; HCP 419</p>	<p>Student Edition: 419-421 <i>Primary Source</i> 420 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: C 421; CT 419; HCP 419</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.		
<ul style="list-style-type: none"> Outline the major sources of conflict. Example: political, geographical, and economic differences 	<p>Student Edition: 431, 453-455, 457-461, 475-479 <i>Economics & History</i> 477 <i>National Geographic</i> 454 <i>Primary Source</i> 430, 460, 478 <i>Reading Check</i> 455, 461 <i>Resources in the North and South</i> 476 <i>You Decide</i> 468</p> <p>Teacher Wraparound Edition: WS 459</p>	<p>Student Edition: 431, 453-455, 457-461, 475-479 <i>Economics & History</i> 477 <i>National Geographic</i> 454 <i>Primary Source</i> 430, 460, 478 <i>Reading Check</i> 455, 461 <i>Resources in the North and South</i> 476 <i>You Decide</i> 468</p> <p>Teacher Wraparound Edition: WS 459</p>
<ul style="list-style-type: none"> Identify key individuals and explain their roles in the Civil War. Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant 	<p>Student Edition: 322-323, 421, 453-455, 457-461, 464-466, 482, 507-512 <i>National Geographic</i> 454, 458, 465, 482 <i>People in History</i> 322-323, 427, 508-509 <i>Primary Source</i> 460, 464 <i>Reading Check</i> 512</p> <p>Teacher Wraparound Edition: ACL 460; C 466; DI 322, 460; HCP 465; RS 461; WS 322, 460</p>	<p>Student Edition: 322-323, 421, 453-455, 457-461, 464-466, 482, 507-512 <i>National Geographic</i> 454, 458, 465, 482 <i>People in History</i> 322-323, 427, 508-509 <i>Primary Source</i> 460, 464 <i>Reading Check</i> 512</p> <p>Teacher Wraparound Edition: ACL 460; C 466; DI 322, 460; HCP 465; RS 461; WS 322, 460</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> Describe major military battles and campaigns. Examples: Bull Run, Gettysburg, Antietam, Vicksburg, Shiloh 	<p>Student Edition: 481-486, 502-503 <i>By The Numbers</i> 485 <i>National Geographic</i> 482-483, 484, 503 <i>Primary Source</i> 481 <i>Reading Check</i> 484, 486 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: AIC 483; CT 484; DI 502; HCP 482; SP 484; WS 503</p>	<p>Student Edition: 481-486, 502-503 <i>By The Numbers</i> 485 <i>National Geographic</i> 482-483, 484, 503 <i>Primary Source</i> 481 <i>Reading Check</i> 484, 486 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: AIC 483; CT 484; DI 502; HCP 482; SP 484; WS 503</p>
<ul style="list-style-type: none"> Associate significant political documents and speeches with events. Examples: Gettysburg Address, Emancipation Proclamation 	<p>Student Edition: 486-487, 502-505 <i>Documents of American History</i> 1050, 1051 <i>Primary Source</i> 486, 504</p> <p>Teacher Wraparound Edition: CT 504, 505; FF 503; WS 487</p>	<p>Student Edition: 486-487, 502-505 <i>Documents of American History</i> 612, 613 <i>Primary Source</i> 486, 504</p> <p>Teacher Wraparound Edition: CT 504, 505; FF 503; WS 487</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.		
<ul style="list-style-type: none"> Outline the political effects of Reconstruction in the United States. Examples: Freedmen’s Bureau, Jim Crow laws, Carpetbaggers, military districts 	<p>Student Edition: 519-521, 523-527, 529-531, 538-540 <i>National Geographic</i> 525 <i>People in History</i> 530 <i>Primary Source</i> 520, 523, 524, 529, 538 <i>Reading Check</i> 521, 525, 530, 531</p> <p>Teacher Wraparound Edition: ACL 523; C 527, 531, 540; CT 524, 529; DI 527; HCP 520, 524, 530, 539; SP 524, 529, 539; WS 520, 529</p>	<p>Student Edition: 519-521, 523-527, 529-531, 538-540 <i>National Geographic</i> 525 <i>People in History</i> 530 <i>Primary Source</i> 520, 523, 524, 529, 538 <i>Reading Check</i> 521, 525, 530, 531</p> <p>Teacher Wraparound Edition: ACL 523; C 527, 531, 540; CT 524, 529; DI 527; HCP 520, 524, 530, 539; SP 524, 529, 539; WS 520, 529</p>
<ul style="list-style-type: none"> Outline the social changes of Reconstruction in the United States. Example: rise of the Ku Klux Klan 	<p>Student Edition: 530, 535, 539-540</p> <p>Teacher Wraparound Edition: C 540; HCP 539; RS 530</p>	<p>Student Edition: 530, 535, 539-540</p> <p>Teacher Wraparound Edition: C 540; HCP 539; RS 530</p>
Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.		
8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.		
<ul style="list-style-type: none"> Compare the political and social differences between 13 separate colonies and one independent nation. Example: Confederation vs. Federal System 	<p>Student Edition: 195-197</p> <p>Teacher Wraparound Edition: CT 196</p>	<p>Student Edition: 195-197</p> <p>Teacher Wraparound Edition: CT 196</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> Contrast the various philosophies of American colonists before and after the Revolution. Examples: Loyalists vs. Patriots, Federalists vs. Anti-Federalists 	<p>Student Edition: 137, 153, 165, 177, 209-210 <i>Primary Source</i> 209</p> <p>Teacher Wraparound Edition: ADI 153; C 165; RS 137, 153</p>	<p>Student Edition: 137, 153, 165, 177, 209-210 <i>Primary Source</i> 209</p> <p>Teacher Wraparound Edition: ADI 153; C 165; RS 137, 153</p>
<p>8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.</p>		
<ul style="list-style-type: none"> Describe the impact of Manifest Destiny. Examples: Mexican-American War, Gadsden Purchase 	<p>Student Edition: 359-363, 367-371, 373-377, 379-382 <i>National Geographic</i> 364-365 <i>You Decide</i> 360, 362</p> <p>Teacher Wraparound Edition: AC 365; ACP 364; HCP 360; RS 363; SP 364</p>	<p>Student Edition: 359-363, 367-371, 373-377, 379-382 <i>National Geographic</i> 364-365 <i>You Decide</i> 360, 362</p> <p>Teacher Wraparound Edition: AC 365; ACP 364; HCP 360; RS 363; SP 364</p>
<ul style="list-style-type: none"> Describe ways in which immigration and migration led to conflicts between Anglo-European and Native American cultures. Examples: Trail of Tears, railroads, introduction of reservation system, land grants, missionaries 	<p>Student Edition: 343-347, 361-362, 375, 555, 567-571 <i>By The Numbers</i> 343 <i>If You Were There</i> 567 <i>National Geographic</i> 344-345 <i>Primary Source</i> 361, 568-569 <i>Reading Check</i> 346</p> <p>Teacher Wraparound Edition: C 347, 571; CPP 569; HCP 568; RS 346, 568, 569; SP 568; WS 567</p>	<p>Student Edition: 343-347, 361-362, 375, 548 <i>By The Numbers</i> 343 <i>National Geographic</i> 344-345 <i>Primary Source</i> 361, 548 <i>Reading Check</i> 346</p> <p>Teacher Wraparound Edition: C 347, 571; CPP 548; RS 346</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> ✓ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans. Examples: Minnesota Uprising, Red Cloud's War, Battle of Little Big Horn, Wounded Knee 	<p>Student Edition: 343-347, 567-571 <i>By The Numbers</i> 343 <i>National Geographic</i> 344-345 <i>Primary Source</i> 568-569 Teacher Wraparound Edition: C 347, 571; FF 344</p>	<p>Student Edition: 343-347 <i>By The Numbers</i> 343 <i>National Geographic</i> 344-345 <i>Primary Source</i> 548 Teacher Wraparound Edition: C 347; CPP 548; FF 344</p>
<ul style="list-style-type: none"> • Explain the Abolitionist Movement and its impact on slavery. Examples: underground railroad, role of women, Frederick Douglass, Harriet Tubman 	<p>Student Edition: 425-431, 449, 453-455 <i>People in History</i> 427 <i>Primary Source</i> 426, 430 <i>Reading Check</i> 430, 453 <i>Time Line</i> 425 Teacher Wraparound Edition: C 431; DI 428, 430; HCP 428; RS 425, 427, 430</p>	<p>Student Edition: 425-431, 449, 453-455 <i>People in History</i> 427 <i>Primary Source</i> 426, 430 <i>Reading Check</i> 430, 453 <i>Time Line</i> 425 Teacher Wraparound Edition: C 431; DI 428, 430; HCP 428; RS 425, 427, 430</p>
<ul style="list-style-type: none"> • Describe the impact of significant inventors and their inventions on society. Examples: Samuel Morse, Eli Whitney, railroads 	<p>Student Edition: 306-309, 391, 401-402, 589-593 <i>Economics & History</i> 402 <i>Primary Source</i> 306, 589, 590-591, 592 <i>Reading Check</i> 402, 592 Teacher Wraparound Edition: AIA 391; ATC 591; C 593; HCP 589; RS 589; SP 402; WS 306, 590</p>	<p>Student Edition: 306-309, 391, 401-402 <i>Economics & History</i> 402 <i>Primary Source</i> 306 <i>Reading Check</i> 402 Teacher Wraparound Edition: AIA 391; SP 402; WS 306</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.		
<ul style="list-style-type: none"> Describe the changing roles of women. Examples: Clara Barton, Dorothea Dix 	<p>Student Edition: 102-103, 164-165, 492, 651-655 <i>American Diary</i> 650 <i>Linking Past to Present</i> 154-155 <i>National Geographic</i> 653 <i>People in History</i> 164 <i>Primary Source</i> 419, 492, 651, 652, 654 <i>Reading Check</i> 652</p> <p>Teacher Wraparound Edition: ACPP 493; CT 492, 651, 652; DI 492; HCP 654; RS 492, 654</p>	<p>Student Edition: 102-103, 164-165, 492 <i>Linking Past to Present</i> 154-155 <i>National Geographic</i> 653 <i>People in History</i> 164 <i>Primary Source</i> 419, 492</p> <p>Teacher Wraparound Edition: ACPP 493; CT 492; DI 492; RS 492</p>
<ul style="list-style-type: none"> Explain how the war affected soldiers, civilians, the physical environment, and future warfare. Examples: total war, sanitation and disease, military technology, division of families 	<p>Student Edition: 476-479, 482-483, 492-494 <i>By The Numbers</i> 485 <i>Economics & History</i> 477 <i>If You Were There</i> 491 <i>Linking Past to Present</i> 494-495 <i>Primary Source</i> 162, 478, 492</p> <p>Teacher Wraparound Edition: ACPP 493; ATC 494; CT 478, 491, 492, 494; RS 492</p>	<p>Student Edition: 476-479, 482-483, 492-494 <i>By The Numbers</i> 485 <i>Economics & History</i> 477 <i>If You Were There</i> 491 <i>Linking Past to Present</i> 494-495 <i>Primary Source</i> 162, 478, 492</p> <p>Teacher Wraparound Edition: ACPP 493; ATC 494; CT 478, 491, 492, 494; RS 492</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.		
<ul style="list-style-type: none"> Describe how the abolition of slavery affected the life of African-Americans in United States' society. Examples: political representation, economic opportunities, education, migration 	<p>Student Edition: 523-527, 529-531, 535-540 <i>Geography & History</i> 542-543 <i>Primary Source</i> 523, 524, 538 <i>Reading Check</i> 540</p> <p>Teacher Wraparound Edition: C 531, 540; CT 538; RS 525; SP 524, 529</p>	<p>Student Edition: 523-527, 529-531, 535-540 <i>Geography & History</i> 542-543 <i>Primary Source</i> 523, 524, 538 <i>Reading Check</i> 540</p> <p>Teacher Wraparound Edition: C 531, 540; CT 538; RS 525; SP 524, 529</p>
<ul style="list-style-type: none"> Describe the changing federal policy toward Native Americans. Examples: assimilation of Native Americans, Dawes Act 	<p>Student Edition: 568-571 <i>People in History</i> 570 <i>Primary Source</i> 568-569</p> <p>Teacher Wraparound Edition: C 571; CT 571; RS 568</p>	<p>Student Edition: <i>Primary Source</i> 548</p> <p>Teacher Wraparound Edition: CPP 548; RS 548; SP 548</p>
Eighth Grade U.S. History Performance Descriptors		
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; 	<p>Student Edition: 510-512, 519-521 <i>People in History</i> 508-509 <i>Reading Check</i> 520, 521</p> <p>Teacher Wraparound Edition: C 512, 521; HCP 520</p>	<p>Student Edition: 510-512, 519-521 <i>People in History</i> 508-509 <i>Reading Check</i> 520, 521</p> <p>Teacher Wraparound Edition: C 512, 521; HCP 520</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> analyze the role of leadership in times of conflict; 	<p>Student Edition: 505 <i>People in History</i> 508-509, 570 <i>Primary Source</i> 504 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: C 571; CT 504, 508; RS 508; WS 570</p>	<p>Student Edition: 505 <i>People in History</i> 508-509, 570 <i>Primary Source</i> 504 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: C 571; CT 504, 508; RS 508; WS 570</p>
<ul style="list-style-type: none"> defend the position of each side in the American Revolution and Civil War; 	<p>Student Edition: 153-155, 475-479 <i>By The Numbers</i> 475 <i>Graph Skills</i> 476 <i>Primary Source</i> 478 <i>Reading Check</i> 155</p> <p>Teacher Wraparound Edition: ADI 153; C 479; DI 476; HCP 478; RS 153</p>	<p>Student Edition: 153-155, 475-479 <i>By The Numbers</i> 475 <i>Graph Skills</i> 476 <i>Primary Source</i> 478 <i>Reading Check</i> 155</p> <p>Teacher Wraparound Edition: ADI 153; C 479; DI 476; HCP 478; RS 153</p>
<ul style="list-style-type: none"> compare the positive and negative effects of westward expansion. 	<p>Student Edition: 283, 291-293, 309, 313-317 <i>By The Numbers</i> 313 <i>Linking Past to Present</i> 314-315 <i>National Geographic</i> 291, 316 <i>Primary Source</i> 292</p> <p>Teacher Wraparound Edition: ACPP 292; C 317; CT 282, 292; HCP 282; RS 314</p>	<p>Student Edition: 283, 291-293, 309, 313-317 <i>By The Numbers</i> 313 <i>Linking Past to Present</i> 314-315 <i>National Geographic</i> 291, 316 <i>Primary Source</i> 292</p> <p>Teacher Wraparound Edition: ACPP 292; C 317; CT 282, 292; HCP 282; RS 314</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
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; 	<p>Student Edition: 187-193 <i>Economics & History</i> 192 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: ACL 192; ATC 188; C 193; CT 192; HCP 189; RS 187, 192</p>	<p>Student Edition: 187-193 <i>Economics & History</i> 192 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: ACL 192; ATC 188; C 193; CT 192; HCP 189; RS 187, 192</p>
<ul style="list-style-type: none"> describe the influence of westward expansion and reform movements on American culture and philosophies; 	<p>Student Edition: 419-421 <i>Primary Source</i> 419, 420 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: C 421; HCP 419</p>	<p>Student Edition: 419-421 <i>Primary Source</i> 419, 420 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: C 421; HCP 419</p>
<ul style="list-style-type: none"> explain the events, outcomes, and impact of the Civil War on American society; 	<p>Student Edition: 492-497, 502-505 <i>By The Numbers</i> 507 <i>Linking Past to Present</i> 494-495 <i>National Geographic</i> 503 <i>Primary Source</i> 492-493, 500-501, 504 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: ACPP 493; C 497; CT 505; SP 493</p>	<p>Student Edition: 492-497, 502-505 <i>By The Numbers</i> 507 <i>Linking Past to Present</i> 494-495 <i>National Geographic</i> 503 <i>Primary Source</i> 492-493, 500-501, 504 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: ACPP 493; C 497; CT 505; SP 493</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction. 	<p>Student Edition: 519-521, 523-527, 529-531, 535-540 <i>By The Numbers</i> 535 <i>People in History</i> 530 <i>Primary Source</i> 520, 523, 524, 529, 538 <i>Reading Check</i> 530, 531, 537</p> <p>Teacher Wraparound Edition: C 527, 540; CT 523; HCP 520, 524, 530, 539; RS 523, 530; SP 520, 537; WS 520</p>	<p>Student Edition: 519-521, 523-527, 529-531, 535-540 <i>By The Numbers</i> 535 <i>People in History</i> 530 <i>Primary Source</i> 520, 523, 524, 529, 538 <i>Reading Check</i> 530, 531, 537</p> <p>Teacher Wraparound Edition: C 527, 540; CT 523; HCP 520, 524, 530, 539; RS 523, 530; SP 520, 537; WS 520</p>
<p>Eighth grade students performing at the basic level will:</p>		
<ul style="list-style-type: none"> list the events and outcomes of the American Revolution; 	<p>Student Edition: 134-137, 139-142, 177-178 <i>Chance & Error in History</i> 176 <i>National Geographic</i> 134-135 <i>Primary Source</i> 139, 141 <i>Reading Check</i> 137 <i>You Decide</i> 140</p> <p>Teacher Wraparound Edition: C 137, 178; HCP 139, 176; RS 178; SP 135; WS 142</p>	<p>Student Edition: 134-137, 139-142, 177-178 <i>Chance & Error in History</i> 176 <i>National Geographic</i> 134-135 <i>Primary Source</i> 139, 141 <i>Reading Check</i> 137 <i>You Decide</i> 140</p> <p>Teacher Wraparound Edition: C 137, 178; HCP 139, 176; RS 178; SP 135; WS 142</p>
<ul style="list-style-type: none"> describe the westward expansion and reform movements; 	<p>Student Edition: 419-421 <i>Primary Source</i> 419 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: HCP 419</p>	<p>Student Edition: 419-421 <i>Primary Source</i> 419 <i>Reading Check</i> 421</p> <p>Teacher Wraparound Edition: HCP 419</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> list the events and outcomes of the Civil War; 	<p>Student Edition: 481-487, 499-505, 507-512, 519-521 <i>National Geographic</i> 482, 484, 503, 510-511 <i>Primary Source</i> 486, 504 <i>Reading Check</i> 484, 486, 521 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: ACL 486; ATC 484; CT 486; FF 503</p>	<p>Student Edition: 481-487, 499-505, 507-512, 519-521 <i>National Geographic</i> 482, 484, 503, 510-511 <i>Primary Source</i> 486, 504 <i>Reading Check</i> 484, 486, 521 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: ACL 486; ATC 484; CT 486; FF 503</p>
<ul style="list-style-type: none"> identify the changes in the United States during Reconstruction. 	<p>Student Edition: 519-521, 523-527, 529-531, 535-540 <i>National Geographic</i> 525 <i>Primary Source</i> 520, 524, 529 <i>Reading Check</i> 540</p> <p>Teacher Wraparound Edition: C 531, 540; FF 536; HCP 520, 524, 530, 539; WS 526</p>	<p>Student Edition: 519-521, 523-527, 529-531, 535-540 <i>National Geographic</i> 525 <i>Primary Source</i> 520, 524, 529 <i>Reading Check</i> 540</p> <p>Teacher Wraparound Edition: C 531, 540; FF 536; HCP 520, 524, 530, 539; WS 526</p>
<p>Eighth Grade World History Grade Standards, Supporting Skills, and Examples</p>		
<p>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.</p>		
<p>Eighth Grade Geography Grade Standards, Supporting Skills, and Examples</p>		
<p>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.</p>		

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
Eighth Grade Civics (Government) Grade Standards, Supporting Skills, and Examples		
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.		
8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.		
Examples: three branches, separation of powers, checks and balances Examples: Great Compromise, Three-Fifths Compromise	Student Edition: 200-201, 205-208 Teacher Wraparound Edition: C 201; CT 200; SP 208; WS 200	Student Edition: 200-201, 205-208 Teacher Wraparound Edition: C 201; CT 200; SP 208; WS 200
8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.		
Examples: Northwest Ordinance, Land Ordinance of 1785 ✓ Identify basic structures of tribal government prior to the Civil War. Examples: Iroquois Confederacy, Cherokee, Tiospaye government, Seven Council Fires (Lakota, Nakota, Dakota,)	Student Edition: 105-106, 169, 190-191, 458-459 <i>National Geographic</i> 190-191 <i>Reading Check</i> 191 Teacher Wraparound Edition: FF 191; RS 190; SP 191	Student Edition: 105-106, 169, 190-191, 458-459 <i>National Geographic</i> 190-191 <i>Reading Check</i> 191 Teacher Wraparound Edition: FF 191; RS 190; SP 191

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.		
Examples: Shay's Rebellion, lack of taxation	Student Edition: 195-197 <i>Primary Source</i> 196 <i>Reading Check</i> 197 Teacher Wraparound Edition: CT 196; DI 195; WS 196	Student Edition: 195-197 <i>Primary Source</i> 196 <i>Reading Check</i> 197 Teacher Wraparound Edition: CT 196; DI 195; WS 196
8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.		
Examples: Emancipation Proclamation, Confederate States of America	Student Edition: 464-466, 486-487 <i>Documents of American History</i> 1051 <i>National Geographic</i> 465 Teacher Wraparound Edition: ACL 486; C 466, 487; DI 465; SP 464, 465; WS 487	Student Edition: 464-466, 486-487 <i>Documents of American History</i> 1051 <i>National Geographic</i> 465 Teacher Wraparound Edition: ACL 486; C 466, 487; DI 465; SP 464, 465; WS 487
Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.		
8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.		
Examples: Bill of Rights, freedom of speech, freedom of religion, right to bear arms, Civil War amendments	Student Edition: 201, 205-210 <i>Constitutional Handbook</i> 214-223 <i>Reading Check</i> 208 <i>The Constitution of the United States</i> 224-245 Teacher Wraparound Edition: CT 210; SP 208; WS 210	Student Edition: 201, 205-210 <i>Constitutional Handbook</i> 214-223 <i>Reading Check</i> 208 <i>The Constitution of the United States</i> 224-245 Teacher Wraparound Edition: CT 210; SP 208; WS 210

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
Eighth Grade Civics (Government) Performance Descriptors		
Eighth grade students performing at the advanced level will:		
<ul style="list-style-type: none"> compare the Articles of Confederation with the Constitution; 	<p>Student Edition: 187-189, 197-201, 206-207 <i>People in History</i> 197 <i>Primary Source</i> 188-189, 198-199 <i>The Constitution of the United States</i> 224-245</p> <p>Teacher Wraparound Edition: C 201; CT 201; HCP 189, 197, 206; RS 206</p>	<p>Student Edition: 187-189, 197-201, 206-207 <i>People in History</i> 197 <i>Primary Source</i> 188-189, 198-199 <i>The Constitution of the United States</i> 224-245</p> <p>Teacher Wraparound Edition: C 201; CT 201; HCP 189, 197, 206; RS 206</p>
<ul style="list-style-type: none"> describe the influence of the Constitution on contemporary legislation; 	<p>Student Edition: 876, 972, 985 <i>Constitutional Handbook</i> 214-223</p> <p>Teacher Wraparound Edition: CT 876; DI 221</p>	<p>Student Edition: <i>Constitutional Handbook</i> 214-223</p> <p>Teacher Wraparound Edition: DI 221</p>
<ul style="list-style-type: none"> describe how westward expansion contributed to the Civil War. 	<p>Student Edition: 197, 457-461 <i>National Geographic</i> 458</p>	<p>Student Edition: 197, 457-461 <i>National Geographic</i> 458</p>
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; 	<p>Student Edition: 188-189 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: HCP 189; WS 189</p>	<p>Student Edition: 188-189 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: HCP 189; WS 189</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> describe the processes, differing points of view, and outcomes of the Constitutional Convention; 	<p>Student Edition: 197-201 <i>People in History</i> 197 <i>Primary Source</i> 198-199 <i>Reading Check</i> 201 <i>Virginia and New Jersey Plans</i> 200</p> <p>Teacher Wraparound Edition: C 201; CT 200, 201; HCP 197; RS 198; WS 197, 200</p>	<p>Student Edition: 197-201 <i>People in History</i> 197 <i>Primary Source</i> 198-199 <i>Reading Check</i> 201 <i>Virginia and New Jersey Plans</i> 200</p> <p>Teacher Wraparound Edition: C 201; CT 200, 201; HCP 197; RS 198; WS 197, 200</p>
<ul style="list-style-type: none"> describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War; 	<p>Student Edition: 291-293, 343-347</p> <p>Teacher Wraparound Edition: CT 292</p>	<p>Student Edition: 291-293, 343-347</p> <p>Teacher Wraparound Edition: CT 292</p>
<ul style="list-style-type: none"> describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution. 	<p>Student Edition: <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-240</p> <p>Teacher Wraparound Edition: CT 236, 240, 254; DI 240, 254; FF 236; RS 238; SP 236; WS 237</p>	<p>Student Edition: <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-240</p> <p>Teacher Wraparound Edition: CT 236, 240, 254; DI 240, 254; FF 236; RS 238; SP 236; WS 237</p>
<p>Eighth grade students performing at the basic level will:</p>		
<ul style="list-style-type: none"> identify powers of the government under the Articles of Confederation; 	<p>Student Edition: 187-193 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: CT 188; DI 188; HCP 189; RS 187, 190</p>	<p>Student Edition: 187-193 <i>Primary Source</i> 188-189</p> <p>Teacher Wraparound Edition: CT 188; DI 188; HCP 189; RS 187, 190</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
<ul style="list-style-type: none"> identify the fundamental liberties and rights stated in the Bill of Rights; 	Student Edition: 205-206, 210, 255 <i>Constitutional Handbook</i> 217, 222-223 <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-245 Teacher Wraparound Edition: AMC 217; ATC 239; AWIM 222; WS 206	Student Edition: 205-206, 210, 255 <i>Constitutional Handbook</i> 217, 222-223 <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-245 Teacher Wraparound Edition: AMC 217; ATC 239; AWIM 222; WS 206
<ul style="list-style-type: none"> describe the events of the Constitutional Convention. 	Student Edition: 197-201 <i>People in History</i> 197 <i>Primary Source</i> 198 <i>Reading Check</i> 199, 201 Teacher Wraparound Edition: ACP 198; HCP 197; WS 197, 200	Student Edition: 197-201 <i>People in History</i> 197 <i>Primary Source</i> 198 <i>Reading Check</i> 199, 201 Teacher Wraparound Edition: ACP 198; HCP 197; WS 197, 200
Eighth Grade Economics Grade Standards, Supporting Skills, and Examples		
Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.		
8.E.1.1. Students are able to identify economic support for America during conflicts.		
Examples: France, Spain, Native American Examples: money, goods and supplies, services Examples: Revolutionary War, War of 1812, Civil War	Student Edition: 161 Teacher Wraparound Edition: HCP 161	Student Edition: 161 Teacher Wraparound Edition: HCP 161

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.		
<p>Examples: gold rush, fur trade, agriculture</p> <p>Examples: supply and demand, buying on credit, wants vs. needs</p>	<p>Student Edition: 52, 60-61, 81, 105, 379-380 <i>American Diary</i> 378 <i>By The Numbers</i> 379 <i>Primary Source</i> 380</p> <p>Teacher Wraparound Edition: CT 379, 380; HCP 380; RS 60</p>	<p>Student Edition: 52, 60-61, 81, 105, 379-380 <i>American Diary</i> 378 <i>By The Numbers</i> 379 <i>Primary Source</i> 380</p> <p>Teacher Wraparound Edition: CT 379, 380; HCP 380; RS 60</p>
8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.		
<p>Examples: cotton gin, McCormick reaper, steamboat, steam locomotive</p> <p>Example: big business</p>	<p>Student Edition: 305-308, 389-393, 401-402 <i>By The Numbers</i> 401 <i>Economics & History</i> 402 <i>People in History</i> 392 <i>Primary Source</i> 306-307, 389, 390-391 <i>Reading Check</i> 392, 393 <i>Time Notebook</i> 318</p> <p>Teacher Wraparound Edition: AIA 391; C 393; CT 306, 318, 390, 392; DI 306; FF 318; HCP 390; SP 402</p>	<p>Student Edition: 305-308, 389-393, 401-402 <i>By The Numbers</i> 401 <i>Economics & History</i> 402 <i>People in History</i> 392 <i>Primary Source</i> 306-307, 389, 390-391 <i>Reading Check</i> 392, 393 <i>Time Notebook</i> 318</p> <p>Teacher Wraparound Edition: AIA 391; C 393; CT 306, 318, 390, 392; DI 306; FF 318; HCP 390; SP 402</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.		
Examples: share cropping, contract system	Student Edition: 531, 539 <i>Primary Source</i> 538 <i>Reading Check</i> 531 Teacher Wraparound Edition: CT 531, 539; HCP 539; SP 539	Student Edition: 531, 539 <i>Primary Source</i> 538 <i>Reading Check</i> 531 Teacher Wraparound Edition: CT 531, 539; HCP 539; SP 539
Eighth Grade Economics Performance Descriptors		
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; 	Student Edition: 161 Teacher Wraparound Edition: HCP 161	Student Edition: 161 Teacher Wraparound Edition: HCP 161
<ul style="list-style-type: none"> describe how emerging technologies impacted the American economy. 	Student Edition: 305-309, 389-393 <i>Primary Source</i> 306-307 <i>Reading Check</i> 393 Teacher Wraparound Edition: AIA 391; ATC 307; C 306, 309, 393; HCP 308, 390; RS 308, 389	Student Edition: 305-309, 389-393 <i>Primary Source</i> 306-307 <i>Reading Check</i> 393 Teacher Wraparound Edition: AIA 391; ATC 307; C 306, 309, 393; HCP 308, 390; RS 308, 389

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
Eighth grade students performing at the proficient level will:		
<ul style="list-style-type: none"> identify economic support for America during conflicts; 	Student Edition: 161 Teacher Wraparound Edition: HCP 161	Student Edition: 161 Teacher Wraparound Edition: HCP 161
<ul style="list-style-type: none"> describe how westward expansion was motivated by economic gain; 	Student Edition: 553-554 <i>By The Numbers</i> 553 <i>National Geographic</i> 554 Teacher Wraparound Edition: CT 553; SP 554	Student Edition: 547-548 Teacher Wraparound Edition: CT 547
<ul style="list-style-type: none"> describe the impact of technology and industrialization to the mid-1800s; 	Student Edition: 585-587, 589-593, 595-599 <i>By The Numbers</i> 585 <i>Economics & History</i> 598 <i>Primary Source</i> 589, 590-591, 592, 596 <i>Reading Check</i> 587, 592 Teacher Wraparound Edition: C 587, 593; HCP 586, 589	Student Edition: 548 Teacher Wraparound Edition: ACL 546; FF 547
<ul style="list-style-type: none"> outline the economic effects of Reconstruction in the United States. 	Student Edition: 539 <i>Primary Source</i> 538-539 Teacher Wraparound Edition: CT 538; HCP 539; SP 539	Student Edition: 539 <i>Primary Source</i> 538-539 Teacher Wraparound Edition: CT 538; HCP 539; SP 539

STANDARDS	PAGE REFERENCES	
	<i>The American Journey</i>	<i>The American Journey Early Years</i>
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; 	Student Edition: 161 Teacher Wraparound Edition: HCP 161	Student Edition: 161 Teacher Wraparound Edition: HCP 161
<ul style="list-style-type: none"> list one reason economic gain motivated westward expansion; 	Student Edition: 379-380 <i>American Diary</i> 378 <i>By The Numbers</i> 379 <i>Primary Source</i> 380 Teacher Wraparound Edition: CT 379, 380; HCP 380	Student Edition: 379-380 <i>American Diary</i> 378 <i>By The Numbers</i> 379 <i>Primary Source</i> 380 Teacher Wraparound Edition: CT 379, 380; HCP 380
<ul style="list-style-type: none"> list one economic effect of the Reconstruction. 	Student Edition: 531, 539 <i>Primary Source</i> 538-539 <i>Reading Check</i> 539 Teacher Wraparound Edition: CT 531, 538; HCP 539; SP 539	Student Edition: 531, 539 <i>Primary Source</i> 538-539 <i>Reading Check</i> 539 Teacher Wraparound Edition: CT 531, 538; HCP 539; SP 539