

Subject: U.S. History		Grade: Eighth Grade	Strand: History
Standard 1 - History: Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period. *Founding Years (1606 - 1775) Standards 8.1.1 - 8.1.4			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
		<ul style="list-style-type: none"> ● Connect one or more of these topics to a current event. ● Independently research the themes, concepts, and movements of this era and report on it to the class. 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Compare the interaction of two or more eastern North American Native American groups with European explorers. ● Summarize the significance of Britain's struggle to maintain control of the colonies during the French and Indian War. ● Compare and contrast the reasons for British, French, Spanish, and Dutch colonization of the new world. ● Explain the causes and effects of British imperial rule on the thirteen colonies. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		<p>Why did the Pilgrims immigrate to America?</p> <p>Read a primary source document over the Boston Massacre and summarize the event.</p> <p>What happened to Massachusetts in the aftermath of the Boston Tea Party?</p> <p>On a map, show how America changes after the French and Indian War.</p>	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Identify major Native American groups of eastern North America. ● Recognize the countries that colonized North America. ● List the reasons for resistance against British rule. ● Name the countries involved in the French and Indian War. ● List the reasons for resistance and rebellion against British imperial rule. 	Sample Task(s)	
		<p>Why were the American colonists so upset over taxes?</p> <ul style="list-style-type: none"> A. They didn't want to pay any taxes B. They wanted more taxes from Britain C. They didn't want taxation without representation in British parliament D. They wanted to pay taxes on exports not imports E. All of the above 	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: U.S. History	Grade: Eighth Grade	Strand: Geography
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Standard 3 - Geography: Students identify the major geographic characteristics of the United States and its regions. **They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities,** and use geographic skills and technology to examine the influence of geographic factors on national development.

4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)
		Explain the location of major physical features of the United States, along with states, capitals, and major cities, on a blank map without the use of a wordbank in relation to other previously listed locations.
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Demonstrating a broad understanding of the locations of states in the United States. ● Demonstrating a broad understanding of the locations of state capitals in the United States. ● Demonstrating a broad understanding of the locations of major cities in the United States. ● Locating the major physical features of the United States. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)
		<p>Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.</p> <p>Identify and locate the major climate regions in the United States and describe the characteristics of these regions.</p>
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Define the term physical features. ● Name major physical features in the United States. 	Sample Task(s)
		Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States.
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: U.S. History	Grade: Eighth Grade	Strand: Economics
Standard 4 - Economics: Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction. *Exploration and Colonization of North America		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> • Analyze how economic factors influence the modern day economics. 	Sample Task(s) How do the economic factors that influenced European exploration still impact United States trade today?
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> • Identifying economic factors contributing to European exploration and colonization in North America. 	Sample Task(s) List the economic factors that influenced European exploration. Explain and evaluate examples of domestic and international interdependence throughout United States history.
	The student is consistently able to apply the grade level concepts and skills above.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> • Define the term economic factors • Define the term national development 	Sample Task(s) What does the term economic factor mean? What is meant by national development?
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	