

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. *National Expansion and Reform: 1801 to 1861		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements. 	Sample Task(s) <ul style="list-style-type: none"> Trace a reform movement from beginning to its current state in the United States.
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"> Interpreting how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America’s initial push towards westward expansion. Analyzing the causes and consequences of the War of 1812. Describing the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny. Analyzing the causes and effects of the Mexican War (1846-1848). Giving examples of the changing roles of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s) <p>What caused the War of 1812?</p> <p>Assess why Americans wanted to push westward.</p> <p>Cite evidence to show how westward expansion affected Native Americans.</p> <p>Which battle provoked the Mexican American War to Begin?</p> <p>A. Thornton Affair B. Battle of Monterey C. Battle of Chino D. Battle of Cerro Gordo</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 terms westward expansion, immigrants, and Manifest Destiny. Describe the Louisiana Purchase. Recognize key figures of the Mexican War. (1846 - 1848). 	Sample Task(s) <p>What does the term immigrants mean?</p> <p>The land of the Louisiana Purchase was to the west of what major river?</p>

	<ul style="list-style-type: none"> List the major countries that immigrants arrived to the United States from during this time period. 	A. Mississippi River B. Colorado River C. Ohio River D. Rio Grande River
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.	

Subject: U.S. History		Grade: Eighth Grade	Strand: Civics and Government
Standard 2 - Civics and Government: Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government. *National Expansion and Reform: 1801 to 1861			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
		Create a presentation connecting a present day social reform movement to a movement of this time period.	
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"> Explaining ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels. Investigating the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform. Comparing and contrasting the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		How did citizens participating in voluntary civil organizations bring social reform? Compare and contrast the Indiana and U.S. Constitutions. Create a poster outlining the election process at the national, state, and local levels.	
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 terms political parties, civil organizations, and social reform. Recall basic principles of the U.S. and Indiana Constitutions. 	Sample Task(s)	
		List the three branches of national government outlined in the U.S. Constitution. What does the term social reform mean?	
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.		

Subject: U.S. History		Grade: Eighth Grade	Strand: Geography
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. *National Expansion and Reform: 1801 to 1861			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
	<ul style="list-style-type: none"> Use maps to identify changes influenced by growth, economic development and human migration in the United States. 	Create a presentation outlining the reasons for the migration westward of individuals during this time period.	
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:	Sample Task(s)	
	<ul style="list-style-type: none"> Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted. Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward. <p>The student is consistently able to apply the grade level concepts and skills above.</p>	<p>Read an excerpt from the journal of William Clark and cite evidence to show the area of the United States he was located.</p> <p>Create a map with a key that shows all of the major natural resources located within the Louisiana Purchase.</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:	Sample Task(s)	
	<ul style="list-style-type: none"> Define the terms primary and secondary source, distribution, natural resources and industrialized. 	<p>Give an example of a primary source.</p> <p>What is a natural resource?</p>	
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.		

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. *National Expansion and Reform: 1801 to 1861			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
	<ul style="list-style-type: none"> Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit. 	Create a timeline showing the history of borrowing and lending in the United States.	
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:	Sample Task(s)	
	<ul style="list-style-type: none"> Explaining and evaluating examples of domestic and international interdependence throughout United States history. Analyzing contributions of entrepreneurs and inventors in the development of the United States economy to 1877. <p>The student is consistently able to apply the grade level concepts and skills above.</p>	<p>This statesman, politician, scholar, inventor, and one of the earliest US presidents invented the swivel chair, the spherical sundial, the moldboard plow, and the cipher wheel. Who was he?</p> <p>a. George Washington b. Alexander Hamilton c. John Adams d. Thomas Jefferson</p> <p>This statesman, politician, scholar, inventor, and one of the earliest US presidents invented the swivel chair, the spherical sundial, the moldboard plow, and the cipher wheel. Who was he?</p> <p>a. George Washington b. Alexander Hamilton c. John Adams d. Thomas Jefferson</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:	Sample Task(s)	
	<ul style="list-style-type: none"> Define the terms domestic, international, entrepreneurs, and economy. 	What is an entrepreneur?	
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.		

