

Subject: U.S. History	Grade: Eighth Grade	Strand: History
<b>Standard 1 - History:</b> 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. <b>*The Civil War and Reconstruction Period: 1850 to 1877</b>		
4.0	<b>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</b> <ul style="list-style-type: none"> <li>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</li> </ul>	<b>Sample Task(s)</b> <ul style="list-style-type: none"> <li>Create a Google Site that gives information about the Reconstruction. On the site, connect events from Reconstruction to present day practices.</li> </ul>
	3.5 <i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	<b>The student demonstrates proficiency on the grade level standard by:</b> <ul style="list-style-type: none"> <li>Analyzing the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states’ rights and slavery had in developing America’s sectional conflict.</li> <li>Identifying the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</li> <li>Comparing and contrasting the three plans for Reconstruction and evaluate the merits of each.</li> </ul> <b>The student is consistently able to apply the grade level concepts and skills above.</b>	<b>Sample Task(s)</b> <p>How many states seceded from the Union?</p> <p>Where were the first shots of the Civil War fired?</p> <p>Why was Robert E. Lee important during the Civil War?</p> <p>Which of the following was NOT a cause of the Civil War?</p> <ul style="list-style-type: none"> <li>A. Disagreement over slavery</li> <li>B. Disagreement over states’ rights</li> <li>C. Disagreement over the electoral college process</li> </ul> <p>What was the purpose of the Reconstruction?</p> <ul style="list-style-type: none"> <li>A. To tax the southern states as punishment for the war</li> <li>B. To help the southern states become a part of the Union again.</li> <li>C. To keep the southern states from becoming powerful again</li> <li>D. To rebuild the industry of the northern states</li> </ul>
	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	<b>The student is demonstrating success on the following foundational concepts and skills:</b> <ul style="list-style-type: none"> <li>Define the terms reconstruction, civil war, and sectional conflict.</li> </ul>	<b>Sample Task(s)</b> <p>What is a civil war?</p>

	<ul style="list-style-type: none"> <li>Recall events of the late 1850's including the rise of the abolitionist movement and the Compromise of 1850.</li> </ul>	Summarize events of the 1850's that led to conflict between the northern and southern states.
<b>1.5</b>	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
<b>1.0</b>	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>	
<b>0.0</b>	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>	

<b>Subject: U.S. History</b>		<b>Grade: Eighth Grade</b>	<b>Strand: Civics and Government</b>
<b>Standard 2 - Civics and Government:</b> 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. <b>*The Civil War and Reconstruction Period: 1850 to 1877</b>			
<b>4.0</b>	<b>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</b>	<b>Sample Task(s)</b> Design a new public policy and describe how to implement it at the local, state, and national levels.	
<b>3.5</b>	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
<b>3.0</b>	<p><b>The student demonstrates proficiency on the grade level standard by:</b></p> <ul style="list-style-type: none"> <li>Explaining how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</li> <li>Recognizing and explaining the relationship between the rights and responsibilities of citizenship in the United States.</li> </ul> <p><b>The student is consistently able to apply the grade level concepts and skills above.</b></p>	<b>Sample Task(s)</b> List rights you have as a United States citizen.  List responsibilities you have as a United States Citizen.  Create a pamphlet that shows other students how to implement public policy.	
<b>2.5</b>	<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>		
<b>2.0</b>	<p><b>The student is demonstrating success on the following foundational concepts and skills:</b></p> <ul style="list-style-type: none"> <li>Define the terms public policies, rights, responsibilities, and citizenship.</li> </ul>	<b>Sample Task(s)</b> List the three branches of national government outlined in the U.S. Constitution.  What does the term social reform mean?	
<b>1.5</b>	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
<b>1.0</b>	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>		
<b>0.0</b>	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>		

Subject: U.S. History	Grade: Eighth Grade	Strand: Geography
<b>Standard 3 - Geography:</b> 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. <b>*The Civil War and Reconstruction Period: 1850 to 1877</b>		
4.0	<b>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</b> <ul style="list-style-type: none"> <li>Use maps to identify changes influenced by growth, economic development and human migration in the United States.</li> </ul>	<b>Sample Task(s)</b> Create a map comparing the population of northern and southern states during the Civil War to the current population of those regions. Using your map, compare and contrast what you discover.
	3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>
3.0	<b>The student demonstrates proficiency on the grade level standard by:</b> <ul style="list-style-type: none"> <li>Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.</li> <li>Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction</li> <li>Using maps to identify changes influenced by growth, economic development and human migration in the United States.</li> </ul> <b>The student is consistently able to apply the grade level concepts and skills above.</b>	<b>Sample Task(s)</b> Create a map that outlines the Compromise of 1850.  Compare the population of the north to the population of the south.  How did the landscape of the United States change after the end of the Civil War?
	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	<b>The student is demonstrating success on the following foundational concepts and skills:</b> <ul style="list-style-type: none"> <li>Define the terms primary and secondary source, distribution, natural resources and industrialized.</li> </ul>	<b>Sample Task(s)</b> Give an example of a primary source.  What is a natural resource?
	1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>
1.0	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>	
0.0	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>	

Subject: U.S. History		Grade: Eighth Grade	Strand: Economics
<b>Standard 4 - Economics:</b> Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction. <b>*The Civil War and Reconstruction Period: 1850 to 1877</b>			
4.0	<b>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</b> <ul style="list-style-type: none"> <li>Explain how federal, state, and local governments are involved in the economy of the United States.</li> </ul>	<b>Sample Task(s)</b>	
		Find the issues with the economy after the Civil War, and discover how those issues were fixed during Reconstruction. Display your information and explain 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	<b>The student demonstrates proficiency on the grade level standard by:</b> <ul style="list-style-type: none"> <li>Comparing and contrasting job skills needed in different time periods in United States history.</li> <li>Explaining how federal, state, and local governments are involved in the economy of the United States.</li> <li>Tracing the development of different kinds of money used in the United States.</li> </ul> <b>The student is consistently able to apply the grade level concepts and skills above.</b>	<b>Sample Task(s)</b>	
		Compare job skills needed during the reconstruction to those that were needed during the American Revolution.  How did federal, state, and local governments aid in recovering the economy of the United States after the Civil War?  What type of money was used during the Civil War time period?	
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	<b>The student is demonstrating success on the following foundational concepts and skills:</b> <ul style="list-style-type: none"> <li>Define the term economy</li> <li>Describe local, state, and federal governments</li> </ul>	<b>Sample Task(s)</b>	
		Describe the local level of government.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>		
0.0	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>		