

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. *American Revolution and Founding of the Nation (1775 - 1800)		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s) <ul style="list-style-type: none"> ● Explain how the effects of the American Revolution and Founding of the Nation affect us today. ● Synthesize the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties
	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"> ● Analyzing the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783) ● Identifying and giving the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution. ● Drawing conclusions about the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s) <p>List the causes of the American Revolution.</p> <p>What did the Treaty of Paris grant the new United States?</p> <p>Who were the leaders of the Constitutional Conventions?</p> <p>What did the Federalists believe in? The Anti-Federalists?</p> <p>What do George Washington, Thomas Jefferson, and Benjamin Franklin all have in common?</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) <p>What is a revolution?</p>

	<ul style="list-style-type: none"> • Defining the term revolution • Describing the Declaration of Independence • Recalling the purpose of the Constitution • Naming individuals who were leaders during this time period. 	<p>Why was the Declaration of Independence written?</p> <p>What is a constitution?</p> <p>Who wrote the Declaration of Independence?</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: History
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. *American Revolution and Founding of the Nation (1775 - 1800)			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> Examine ways that the national government affects the everyday lives of people of the United States 	Sample Task(s) Create a portfolio that shows how the national government affects your family.	
	<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 and explaining essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience. Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution. 	Sample Task(s) The separation of powers and the system of check and balances promote: A. The politics of bargaining B. Compromise C. Playing one institution against another D. All of the Above The framers of the Constitution granted legislative power to the A. Congress. B. President. C. Supreme Court. D. state governments.	
	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 terms: separation of power, delegated powers, reserved powers, concurrent powers, and constitutional government. 	Sample Task(s) What are reserved powers? What does the term “separation of powers” mean?	
	<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. *American Revolution and Founding of the Nation (1775 - 1800)		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> ● Use maps to identify changes influenced by growth, economic development and human migration in the United States. 	Sample Task(s) Create a presentation outlining the reasons for the migration 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: <ul style="list-style-type: none"> ● Reading maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. ● Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s) What major landforms helped the colonists during the American Revolution? How did the United States grow in the years directly following the American Revolution? Summarize the terms of the Land Ordinance of 1785
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 compass rose ● Show the directions north, south, east, and west on a map ● Distinguish the difference between two or more symbols on a map 	Sample Task(s) What is a compass rose? While viewing a map, show the teacher which direction is south. Using the map key, describe what two different symbols mean on the map.
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. * American Revolution and Founding of the Nation (1775 - 1800)			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.		Sample Task(s)
	<ul style="list-style-type: none"> Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States. 		Create a presentation outlining the characteristics of a market economy. Then, choose one other type of economy and describe what changes the United States would have to make to align to this system.
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"> Identifying and explaining the four types of economic systems (traditional, command, market, and mixed) Trace the development of the banking system in the United States <p>The student is consistently able to apply the grade level concepts and skills above.</p>		<p>Summarize the traditional economic system.</p> <p>Compare and contrast two different types of economic systems.</p> <p>Who was a major advocate for the National Bank?</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 economic system and National Bank Recall the arguments in favor of a National Bank 		<p>What does the term economic system mean?</p> <p>What are some positive things about the implementation of a National Bank?</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.		