



DEPARTMENT OF EDUCATION

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*Working Together for Student Success*

# Indiana Academic Standards Correlation Guide Grade 8 Social Studies

**Indiana Department of Education**

**College and Career Readiness**

## Grade 8 2007 Standards

### United States History – Growth and Development

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

#### Standard 1 — History

Students will 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.

#### Standard 2 — Civics and Government

Students will 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 three branches of government share and check power within our federal system of government.

#### Standard 3 — Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

#### Standard 4 — Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

## Grade 8 2014 Standards

### United States History – Growth and Development

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

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#### Standard 2 — Civics and Government

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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.

#### 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.

## Grade 8 Correlation

## Grade 8 2007 Standards

### Standard 1 — History

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#### Historical Knowledge

##### The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1** Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other. (Individuals, Society and Culture)  
**Example:** Mohawk, Iroquois, Huron and Ottawa; French and Native American Indian alliances; French and Indian War; British alliances with Native American Indians; settler encroachment on Native American Indian lands; and Native American Indian participation in the Revolutionary War
- 8.1.2** Explain the struggle of the British, French, Spanish and Dutch to gain control of North America during settlement and colonization.
- 8.1.3** Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754–1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.4** Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the Articles of Confederation and the Treaty of Paris.
- 8.1.5** Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.  
**Example:** The enactment of state constitutions, the Constitutional Conventions, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists regarding approval or disapproval of the 1787 Constitution (1787–1788)
- 8.1.6** Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).
- 8.1.7** Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793–1801), and examine points of agreement and disagreement between these parties.

## Grade 8 2014 Standards

### Standard 1 — History

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#### Historical Knowledge

##### The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1** Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2** Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3** Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4** Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5** Analyze 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).
- 8.1.6** Identify and give 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.
- 8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

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**8.1.8** Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).

**8.1.9** Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution. (Individuals, Society and Culture)

**Example:** James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton and Benjamin Banneker

**8.1.10** Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South. (Individuals, Society and Culture)

### **National Expansion and Reform: 1801 to 1861**

**8.1.11** Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).

**8.1.12** Explain the main issues, decisions and consequences of landmark Supreme Court cases.

**Example:** Marbury v. Madison (1803), McCulloch v. Maryland (1819) and Gibbons v. Ogden (1824)

**8.1.13** Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

**8.1.14** Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.

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**8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.

**8.1.10** Analyze 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.

**8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South

### **National Expansion and Reform: 1801 to 1861**

**8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.

**8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.

**8.1.14** Analyze the causes and consequences of the War of 1812.

**8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.

**8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.

**8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.

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**8.1.15** Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States. (Individuals, Society and Culture)

**Example:** Louisiana Purchase (1803), purchase of Florida (1819), Mexican War and the annexation of Texas (1845), acquisition of Oregon Territory (1846), Native American Indian conflicts and removal, and the California gold rush

**8.1.16** Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.

**Example:** Missouri Compromise (1820), The Compromise of 1850 and the Kansas-Nebraska Act (1854)

**8.1.17** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government. **(8.1.16 in 2014 standards)**

**8.1.18** Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. (Individuals, Society and Culture)

**Example:** Jacksonian Democrats, John Brown, Nat Turner, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Harriet Beecher Stowe, Sojourner Truth and the Seneca Falls Convention

**8.1.19** Explain the influence of early individual social reformers and movements. (Individuals, Society and Culture)

**Example:** Elizabeth Cady Stanton, Horace Mann, Dorothea Dix, Lucretia Mott, Robert Owen, abolition movement, temperance movement and utopian movements

### **The Civil War and Reconstruction Period: 1850 to 1877**

**8.1.20** Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

**Example:** The Compromise of 1850, furor over publication of Uncle Tom's Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858) and the presidential election of 1860

**8.1.21** Describe the importance of key events and individuals in the Civil War.

**Example:** Events: The battles of Manassas, Antietam, Vicksburg and Gettysburg; and the Emancipation Proclamation and Gettysburg Address (1861–1865); People: Jefferson Davis, Stephen A. Douglas, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, William T. Sherman and Thaddeus Stevens

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**8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

**8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).

**8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

**8.1.21** Give examples of the changing role 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.

**8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

**8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

### **The Civil War and Reconstruction Period: 1850 to 1877**

**8.1.24** Analyze 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.

**8.1.25** Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

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**8.1.22** Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.

**8.1.23** Describe the conflicts between Native American Indians and settlers of the Great Plains. (Individuals, Society and Culture) **(included in 8.1.18)**

**8.1.24** Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights and Native American Indian removal. (Individuals, Society and Culture) **(included in 8.1.22 & 8.23 of 2014)**

**Example:** Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Henry Ward Beecher, Roger Taney, Frederick Douglass, John Brown, Clara Barton, Andrew Johnson, Susan B. Anthony, Sitting Bull, Ralph Waldo Emerson and Henry David Thoreau

**8.1.25** Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South. (Individuals, Society and Culture)

**(8.1.20 in 2014 standards)**

**8.1.26** Give examples of the changing role of women and minorities in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes. (Individuals, Society and Culture) **(8.1.21 in 2014 standards)**

**8.1.27** Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad and the invention of the telephone. (Individuals, Society and Culture) **(included in 8.1.18)**

### **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

**8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

**Example:** Use Internet-based documents and digital archival collections from museums and libraries to compare views of slavery in slave narratives, northern and southern newspapers, and present-day accounts of the era.

**8.1.29** Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

## Grade 8 2014 Standards

**8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each. **( Amendments 13,14, and 15 will be included here)**

**8.1.27** 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. (Government, Economics)

### **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

**8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

**8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

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**8.1.30** Formulate historical questions by analyzing primary\* and secondary sources\* about an issue confronting the United States during the period from 1754–1877.

**Example:** The Virginia Statute for Religious Freedom (1786), President George Washington’s Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848) and the Second Inaugural Address by Abraham Lincoln (1865)

**8.1.31** Obtain historical data from a variety of sources to compare and contrast examples of art, music and literature during the nineteenth century and explain how these reflect American culture during this time period. (Individuals, Society and Culture)

**Example:** Art: John James Audubon, Winslow Homer, Hudson River School, Edward Bannister, Edmonia Lewis and Henry Ossawa Tanner; Music: Daniel Decatur Emmett and Stephen Foster; Writers: Louisa May Alcott, Washington Irving, James Fennimore Cooper, Walt Whitman, Frederick Douglass, Paul Dunbar and George Caleb Bingham

- primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)
- secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet sources and nonfiction books)

## Grade 8 2014 Standards

**8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.

**8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

## Grade 8 2007 Standards

## Grade 8 2014 Standards

<b>Standard 2 — Civics and Government</b> Students will 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 three branches of government share and check power within our federal system of government.	<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.
<p><b>Foundations of Government</b></p> <p><b>8.2.1</b> Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington’s Farewell Address (1796) and Jefferson’s First Inaugural Address (1801).  <b>Example:</b> The essential ideas 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</p> <p><b>8.2.2</b> Identify and explain the relationship between rights and responsibilities of citizenship in the United States.  <b>Example:</b> The right to vote and the responsibility to use this right carefully and effectively, and the right to free speech and the responsibility not to say or write false statements</p> <p><b>8.2.3</b> Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.  <b>Example:</b> Examine key Supreme Court cases and describe the role each branch of the government played in each of these cases.</p> <p><b>8.2.4</b> Examine functions of the national government in the lives of people.  <b>Example:</b> Purchasing and distributing public goods and services, coining money, financing government through taxation, conducting foreign policy, providing a common defense, and regulating commerce</p> <p><b>Functions of Government</b></p> <p><b>8.2.5</b> Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.</p> <p><b>8.2.6</b> Distinguish among the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.  <b>Example:</b> Identify important services provided by state government, such as maintaining state roads and highways, enforcing health and safety laws, and supporting educational institutions. Compare these services to functions of the federal government, such as defense and foreign policy.</p>	<p><b>Foundations of Government</b></p> <p><b>8.2.1</b> Identify and explain 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.</p> <p><b>8.2.2</b> Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.</p> <p><b>8.2.3</b> Examine ways that the national government affects the everyday lives of people of the United States.</p> <p><b>Functions of Government</b></p> <p><b>8.2.4</b> Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.</p> <p><b>8.2.5</b> Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p>

### Grade 8 Correlation

## Grade 8 2007 Standards

### Roles of Citizens

**8.2.7** Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.

**Example:** Reform movements such as the abolitionist movement, women's suffrage and the Freedman's Bureau

**8.2.8** Explain ways that citizens can participate in political parties, campaigns and elections.

**Example:** Local, state and national elections; referendums; poll work; campaign committees; and voting

**8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

**Example:** Joining action groups, holding leaders accountable through the electoral process, attending town meetings, staying informed by reading newspapers and Web sites, and watching television news broadcasts

**8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict, using a variety of information resources\*.

**Example:** Powers of federal government vs. powers of state government

- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## Grade 8 2014 Standards

### Roles of Citizens

**8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

**8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

**8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

**8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

**8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

## Grade 8 2007 Standards

### Standard 3 — Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

#### The World in Spatial Terms

**8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics\* of areas in the United States.

- cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

#### Places and Regions

**8.3.2** Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

#### Physical Systems

**8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

**8.3.4** Name and describe processes that build\* up the land and processes that erode\* it and identify places these occur.

**Example:** The Appalachian Mountains are a formation that has undergone erosion. The Mississippi Delta is made up almost entirely of eroded material.

**8.3.5** Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

**Example:** Locate major U.S. cities during this time period, such as Washington, D.C.; New York; Boston; Atlanta; Nashville; Charleston; New Orleans; Philadelphia; and Saint Louis, and suggest reasons for their location and development.

- building: forces that build up Earth's surface include mountain building and deposit of dirt by water, ice and wind
- erosion: the process by which the products of weathering\* are moved from one place to another
- weathering: the breaking down of rocks and other materials on Earth's surface by such processes as rain or wind

## Grade 8 2014 Standards

### 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.

#### The World in Spatial Terms

**8.3.1** Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

#### Places and Regions

**8.3.2** Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

#### Physical Systems

**8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

**8.3.4** 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.

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### Human Systems

**8.3.6** Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.

**Example:** Cattle industry in the West and cotton industry in the South

**8.3.7** Using maps identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.

**Example:** Westward expansion, impact of slavery, Lewis and Clark exploration, new states added to the union, and Spanish settlement in California and Texas

**8.3.8** Gather information on the ways people changed the physical environment of the United States in the nineteenth century, using primary\* and secondary sources\* including digitized photo collections and historic maps.

**8.3.9** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

**Example:** Growth of communities due to the development of the railroad, development of the west coast due to ocean ports and discovery of important mineral resources; the presence of a major waterway influences economic development and the workers who are attracted to that development

- primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and governmental documents)
- secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

### Environment and Society

**8.3.10** Create 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.

**8.3.11** Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

**Example:** Identify urbanization\*, deforestation\* and extinction\* or near extinction of wildlife species; and development of roads and canals

- urbanization: a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places
- deforestation: the clearing of trees or forests
- extinction: the state in which all members of a group of organisms, such as a species, population, family or class, have disappeared from a given habitat, geographic area or the entire world

## Grade 8 2014 Standards

### Human Systems

**8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

**8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.

**8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

**8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

**8.3.9** 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.

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## Grade 8 2014 Standards

<p align="center"><b>Standard 4 — Economics</b></p> <p align="center"><b>Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction</b></p>	<p align="center"><b>Standard 4 — Economics</b></p> <p align="center"><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></p>
<p><b>8.4.1</b> Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States. <b>Example:</b> The search for gold by the Spanish, French fur trade and taxation without representation</p> <p><b>8.4.2</b> Illustrate elements of the three types of economic systems, using cases from United States history. <b>Example:</b> Traditional economy*, command economy* and market economy*</p> <p><b>8.4.3</b> Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States. <b>Example:</b> Characteristics include the role of entrepreneurs, private property, markets, competition and self-interest</p> <p><b>8.4.4</b> Explain the basic economic functions of the government in the economy of the United States. <b>Example:</b> The government provides a legal framework, promotes competition, provides public goods* and services, protects private property, controls the effects of helpful and harmful spillovers*, and regulates interstate commerce.</p> <p><b>8.4.5</b> Analyze contributions of entrepreneurs and inventors in the development of the United States economy. (Individuals, Society and Culture) <b>Example:</b> Benjamin Banneker, George Washington Carver, Eli Whitney, Samuel Gompers, Andrew Carnegie, John D. Rockefeller and Madam C.J. Walker</p> <p><b>8.4.6</b> Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries. <b>Example:</b> The cotton gin increased labor productivity in the early nineteenth century.</p> <p><b>8.4.7</b> Trace the development of different kinds of money used in the United States and explain how money helps make saving easier. <b>Example:</b> Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks and Federal Reserve Notes</p>	<p><b>8.4.1</b> Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</p> <p><b>8.4.2</b> Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.</p> <ul style="list-style-type: none"> <li>• traditional economy: an economy in which resources are allocated based on custom and tradition</li> <li>• command economy: an economy in which resources are allocated by the government or other central authority</li> <li>• market economy: an economy in which resources are allocated by decisions of individuals and businesses</li> <li>• mixed economy: an economic system combining private and public enterprise</li> </ul> <p><b>8.4.3</b> Explain how federal, state, and local governments are involved in the economy of the United States.</p> <p><b>8.4.4</b> Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</p> <p><b>8.4.5</b> Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> <p><b>8.4.6</b> Trace the development of different kinds of money used in the United States.</p>

### Grade 8 Correlation

## Grade 8 2007 Standards

**8.4.8** Examine the development of the banking system in the United States.  
**Example:** The central bank controversy, the state banking era and the development of a gold standard

**8.4.9** Explain and evaluate examples of domestic and international interdependence throughout United States history.  
**Example:** Triangular trade routes and regional exchange of resources

**8.4.10** 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.

**8.4.11** Use a variety of information resources\* to compare and contrast job skills needed in different time periods in United States history.

- traditional economy: an economy in which resources are allocated based on custom and tradition
- command economy: an economy in which resources are allocated by the government or other central authority
- market economy: an economy in which resources are allocated by decisions of individuals and businesses
- public goods: goods or services whose benefits can be shared simultaneously by everyone and for which it is generally difficult to exclude people from getting the benefits whether they pay or not
- spillover: the impact of an activity (positive or negative) on the well-being of a third party
- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## Grade 8 2014 Standards

**8.4.7** Trace the development of the banking system in the United States.

**8.4.8** Explain and evaluate examples of domestic and international interdependence throughout United States history.

**8.4.9** 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.

**8.4.10** Compare and contrast job skills needed in different time periods in United States history.