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<i>FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-3</i>							
<p>These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.</p>							
FI POLITICAL AND INTELLECTUAL TRANSFORMATIONS							
F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing	analysis	colonists'		vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast).	I can analyze the ideas of colonial government that lead to independence.		
•colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)		limited government, republicanism, individual rights common good, representative government, natural rights					
•experiences with self-government (e.g., House of Burgesses and town meetings)		self-government, House of Burgesses, town meetings					
•changing interactions with the royal government of Great Britain after the French and Indian War		royal government, Great Britain, French and Indian War					

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FI.2 USING THE DECLARATION OF INDEPENDENCE, INCLUDING THE GRIEVANCES AT THE END OF THE DOCUMENT, DESCRIBE THE ROLE THIS DOCUMENT PLAYED IN EXPRESSING							
•colonists' views of government	Describe	grievances			I can understand and analyze the events that lead to the American Revolution.		
•their reasons for separating from Great Britain.		representative government					
FI.3 DESCRIBE THE CONSEQUENCES OF THE AMERICAN REVOLUTION BY ANALYZING THE							
•birth of an independent republican government	analysis	republican government			I can describe the consequences of the American Revolution.		
•creation of Articles of Confederation		Articles of Confederation					
•changing views on freedom and equality		liberty, justice					
•and concerns over distribution of power within governments, between government and the governed, and among people		popular sovereignty					
U3 USHG ERA 3 - REVOLUTION AND THE NEW NATION							
U3.3 CREATING NEW GOVERNMENT(S) AND A NEW CONSTITUTION							
Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.	Explain	Constitution			I can analyze the challenges faced by the new nation.		
Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)							

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8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).	Explain	Articles of Confederation, Central Government, Shay's Rebellion, philosophical, drafters, currencies, tyrant, tyranny, democracy	S Cc H1.1	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can explain why the Articles of Confederation failed.		What challenges did the new nation face under the Articles of Confederation and how were they resolved? The Articles of Confederation were written and adopted to provide the rules for running the newly formed nation while preventing the establishment of a strong central government. The country faced problems under the Articles of Confederation due to philosophical differences among the drafters of the document. For example, weak central government, disputes over western lands, lack of a national army, competing currencies, and reliance on state governments for money, caused conflict between the states.
8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	Describe	Economic, political, Articles of Confederation, Constitutional Convention	S M H1.5	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can describe challenges the nation faced under the Articles of Confederation.		What political and economic challenges did the new nation face under the Articles of Confederation and how were they resolved? We can identify economic and political questions by analyzing the different points of view of the Framers who were farmers, businessmen, lawyers, statesman, and inventors. Economists would ask questions like: What role should the government play in the economy? Examples of economic challenges were the lack of a national bank and a national currency. Political scientists would ask about what government does. What are the basic values and principles of American democracy? What is the relationship of the United States to the states? Examples of political challenge were disputes over western lands and the lack of a national army. Because there was no provision for a process to revise the Articles of Confederation, these challenges were faced by calling the Constitutional Convention.
8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	Describe	debate, Constitutional Convention, distribution, political power, conduct, foreign affairs, rights, election, executive, slavery, regional, federal	S M H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different regional issues	I can describe regional issues that led to the Constitutional Convention.		What challenges did the Constitutional Convention face? We can describe the major issues debated by the Framers at the Constitutional Convention. A description would involve answering historical questions like: What is the issue? Who was involved? When did it happen? Why did individuals have differing points of view? For example, the following challenges needed to be solved: the distribution of political power of the states in the Senate and House of Representatives, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.

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8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, , the Three-Fifths Compromise, and the Great Compromise.	Explain	compromise, federal government institutions, sharing, separating, dual sovereignty, Electoral College, the Three-Fifths Compromise, the Great Compromise	S Cc H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify and explain the compromises.	I can explain the issues and compromises of the new Constitution.		<p>What challenges did the new nation face and how were they debated and resolved?</p> <p>The Constitution of the United States and the Bill of Rights are a statement of our core democratic values and constitutional principles. The Constitution distinguishes between the powers of the federal and state governments.</p> <p>The Framers of the Constitution had to make compromises because of opposing viewpoints. Some Framers feared a strong executive; this led to the design of a system of checks and balances. Additionally, the Constitution adopted the concept of federalism further protecting the power of the states.</p> <p>One compromise made was about how the states would be represented in Congress. For example, the Great Compromise established the House of Representatives and the Senate; the Three-Fifths Compromise settled the issue of how enslaved people would be counted to determine the number of representatives each state would have in Congress.</p> <p>The Electoral College took the decision of selecting the president out of the hands of the voters whom many elitist Framers did not trust.</p> <p>Individual rights were not addressed in the Constitution. In order for the supporters of the Constitution to get the votes of all the states, the Framers promised to include a Bill of Rights as the first ten amendments.</p>
8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.	Analyze	analyze, debate, ratification, Constitution, perspectives, Federalists, Anti-Federalists,	S M H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), examine the ratification of the Constitution.	I can point out the political ideas about the ratification of the Constitution.		<p>What challenges did the new nation face and how were they debated and resolved?</p> <p>The supporters of the Constitution called themselves Federalists because they favored a stronger federal or national government. Opponents of the ratification of the Constitution were called Anti-federalists. They were opposed to a strong national government. After intense debate each of the thirteen states ratified the Constitution.</p>
8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.	Explain	Bill of Rights, Limited Government, Central Government, National Government, States' Rights, Federalism, Federal Government, amendment (chapter 10 vocabulary)	S CC H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), make and evaluate decisions, develop a reasoned argument, investigate and analyze U.S. history topics and issues, make and evaluate decisions	I can explain the Bill of Rights		<p>What were the historical and philosophical origins of the Bill of Rights?</p> <p>The Bill of Rights aimed to protect citizens against unfair use of government powers. The original intent of the Bill of Rights was to restrict the national government, not the states. Today, all state constitutions contain provisions similar to the Bill of Rights.</p>

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8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government (c2)	Describe	documents, Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers, historical origins, philosophical origins, constitutional government, social compact, limited government, natural rights, revolution, separation of powers, bicameralism, republicanism, popular participation	S Cc H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), describe the foundations fo the Constitution	I can explain the foundations of the Constitution.		What were the historical and philosophical origins of the Constitution? We can use important documents such as Common Sense, Declaration of Independence, and Federalist Papers to identify the historical and philosophical origins of constitutional government in the United States. The ideas of social compact, limited government, natural rights, right of revolution, republicanism, and popular participation in government are embedded in these documents.
U4 USHG ERA 4 - EXPANSION AND REFORM (1792-1861)							
Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.							

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8 – U4.1.1 Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice.	Analyze	analyze, farewell address, significant, subsequent, heeded, advice	S Cc H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can examine the challenges that our new nation faced.		What challenges did the new nation face and how were they debated and resolved? In his Farewell Address, George Washington warned the nation against disunity and becoming involved in foreign wars. Future presidents attempted to keep the United States out of foreign wars for many years. The United States not participating in the French Revolution is one example. George Washington's advice was inconsistently heeded until the twentieth century when Americans saw an active role in world events as serving the best interests of the United States. Almost immediately after President Washington left office, the formation of political parties in the United States and regional conflicts divided Americans; on this issue President Washington's advice was not heeded.
8 – U4.1.2 Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)	Explain	relationships, analyze, treaties, Jay's Treaty, French Revolution, Pinckney's Treaty, Louisiana Purchase, War of 1812, Transcontinental Treaty, Monroe Doctrine	S M C4	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), explain treaties with Indian nations, explain relations with other nations	I can explain the changes in America's relationships with other nations.		What challenges did the new nation face and how were they debated and resolved? The United States established relationships with other nations, including American Indian nations, which expanded the boundaries of the United States through treaties. The Louisiana Purchase doubled the size of the United States. The Monroe Doctrine was a warning to countries that the United States opposed further colonization of the Western Hemisphere by any nation. Jay's Treaty eliminated British control of western posts within two years, established America's claim for damages from British ship seizures, and provided America a limited right to trade in the West Indies. Pinckney's Treaty was with Spain and won two highly desirable concessions: • Spain recognized U.S. borders at the Mississippi and the northern border of Florida. • Spain granted Americans the right to deposit goods at the Port of New Orleans, a vital concern of American farmers in the West. Treaty of Ghent to end the War of 1812 ended hostilities between Great Britain and the United States. Transcontinental Treaty established borders between Spain and the United States. Spain ceded Florida and renounced the Oregon Country in exchange for recognition of Spanish sovereignty over Texas.

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8 – U4.1.3 Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over <ul style="list-style-type: none"> •relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) •foreign relations (e.g., French Revolution, relations with Great Britain) •economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) 	Explain	political parties, competing ideas, experiences, Thomas Jefferson, Alexander Hamilton, Founders, political division, analyzing, disagreements, Whiskey Rebellion, Alien and Sedition Acts, French Revolution, economic policy, national bank, creation, assumption, revolutionary debt	S M H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast),	I can explain the competing ideas of the early political parties.		How did treaties affect the new nation? Thomas Jefferson was an Anti-federalist; Alexander Hamilton was a Federalist; and people began to align themselves into political parties around their differing philosophies. Disagreements were over relative power of the national government, foreign relations, and economic policy. One example which characterizes the two viewpoints revolved around the relative power of the federal government. Alexander Hamilton believed in a strong central government and Thomas Jefferson favored a government where the true power resided with the states and the people.
8 – U4.1.4 Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullough v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)	Explain	development, Supreme Court, doctrine, judicial review, manifested, Marbury v. Madison, Chief Justice John Marshall, interpreting national government	S CC H1.1	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), explain how court cases increase U.S. Supreme Court power	I can explain the development of the U.S. Supreme Court.		What challenge did the new Supreme Court face and how was it resolved?
U4.2 REGIONAL AND ECONOMIC GROWTH							
Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.							

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<p>8 – U4.2.1 Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> •agriculture, including changes in productivity, technology, supply and demand, and price •industry, including entrepreneurial development of new industries, such as textiles •the labor force including labor incentives and changes in labor forces •transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices •immigration and the growth of nativism •race relations •class relations 	Compare and Contrast	Social and economic systems, geography, climate, agriculture, productivity, technology, industry, entrepreneurial, textiles, labor incentives, economic markets and prices, immigration, nativism, race relations, and class relations	S Cc G2	Vocabulary building, reading comprehension skills, compare and contrast, and compare and contrast the Northeast and South and gather data and make inferences.	I can compare and contrast the Northeast and Southern regions.		<p>What were the contributing factors that led to the development of early economic regions in the United States?</p> <p>We can use geographic and economic questions to gather data and make statements comparing the Northeast and the South. Some categories we can compare are agriculture, industry, the labor force, and transportation.</p> <p>We can compare and contrast regions by using thematic maps of physical and human characteristics, charts, tables, and other primary and secondary sources.</p> <p>Geographers ask questions like: Where is it? What is it like there? How is it connected to other places? And What do people do there? Economists ask questions like: What is produced? How is it produced? How much is produced? Who gets what is produced? And What role does the government play in the economy? We can use these questions and other tools and sources to gather data and make statements about immigration, the growth of "nativism" and ideas about race and class relations. Nativism was characterized by anti-immigrant sentiment and stereotyping, primarily during the 19th century.</p>
<p>8 – U4.2.2 Explain the ideology of the institution of slavery, its policies, and consequences.</p>	Explain	ideology, institution, foundations	S M H1.4	Vocabulary building, reading comprehension skills,	I can explain the foundations of slavery.		<p>How did social, political, economic and geographic forces shape the growth of the institution of slavery?</p> <p>The institution of slavery started with the colonization of North America. The relationship of British colonies in North America with the mother country was well defined as a supplier of materials for Britain's industries.</p> <p>The geographic characteristics of the Southern colonies accommodated this role; fertile land suitable for agriculture and rivers that could be used to transport products to the ocean and eventually to Britain, are two examples. Large tracts of land were used for the cultivation of cotton, tobacco, and sugar.</p> <p>Newly established, the colonies of North America had a limited supply of willing labor on which to draw. The trade in enslaved people from Africa became a solution for some. With the invention of the cotton gin, more land could profitably be put into the production of cotton, and more enslaved people were brought to the United States. As time passed, many countries outlawed the institution completely.</p>

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(Con't) 8 – U4.2.2 Explain the ideology of the institution of slavery, its policies, and consequences.							The inhumane treatment of enslaved persons on the voyage from Africa was commonly cited. Southerners who owned enslaved laborers were anxious to keep them enslaved. Laws and beliefs grew up around the institution in the United States that bound enslaved persons and their progeny to perpetual servitude. While abolitionists were plentiful in the United States, they primarily lived in Northern and Western states where fewer if any economic hardships would be suffered by the emancipation of enslaved people. The institution of slavery in the United States challenged the ideals of the new American nation. Questions about equality, freedom, and justice were under constant debate as clearly, a large number of "Americans" were not receiving the "blessings of liberty".
8 – U4.2.3 Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.	Explain	expansion, conquest, commercial agriculture, Manifest Destiny	S Cc G2	Vocabulary building, reading comprehension skills, gather data and make inferences.	I can explain the expansion of the United States westward.		How did social, political, economic and geographic forces shape the expansion westward? The Louisiana Purchase doubled the size of the United States and American settlers began to move west. This event was a financial transaction between the United States and France. In the south for example, American Indians lived and worked on fertile land. White farmers wanted that land for cotton and other crops. "The Trail of Tears" is the name given to the event that forced the removal of Cherokees from their native lands and ensured the growth of a system of commercial agriculture. The undeniable fate of the United States to expand across North America was expressed in the philosophy known as the Manifest Destiny. Many European Americans believed they had the right and responsibility to extend the United States' borders to the Pacific Ocean and south to the Gulf of Mexico. These claims were one cause of the Mexican-American War.
8 – U4.2.4 Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.	Develop, application	Consequences, territorial expansion, economic expansion, institution of slavery, free states, slaveholding states	C	Vocabulary building, reading comprehension skills, gather data and make inferences developing both the pro and cons of the development of the United States.	I can justify arguments about the development of the United States.		What are some positive and negative consequences that could arise from changing the physical and human characteristics of the United States? We can look at the positive and negative consequences of territorial and economic expansion. We can develop an argument based on that evidence. For example, we can examine the consequences of westward expansion, the resulting debates and compromises on the removal of American Indians from their native lands, the spreading of the institution of slavery, and the relationship between free and slaveholding states.
U4.3 REFORM MOVEMENTS							
Analyze the growth of antebellum American reform movements.							

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8 – U4.3.1 Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education.	Explain	origins, campaign, free compulsory public education, Horace Mann.	S M H1.1	Vocabulary building, and reading comprehension skills.	I can explain the formation of free education in the United States.		What were the origins of free compulsory education in the United States? Horace Mann felt public financing of public education was essential for democracy to work. Demand for support for public education began to rise as a means of ensuring that voters were intelligently informed. With immigration on the rise, reformers also insisted that better schools would help immigrants assimilate and become part of the American culture.
8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglas	Describe	Formation, development, abolition, armed resistance, Underground Railroad, John Brown, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, Frederick Douglas	S Cc H1.2	Vocabulary building, reading comprehension skills, and use primary and secondary resources,	I can explain the abolitionist movement.		What roles did abolitionists play to create a national concern about the institution of slavery? An individual can be famous or not famous, free or enslaved, and play a role in the abolitionist movement. For example, being a leader, a supporter, a conductor, a passenger, or a business owner are some roles people played. Some important individuals who made a difference while playing many different roles were John Brown, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, and Frederick Douglas. The responses of southerners and northerners were based on differing philosophies concerning slavery.
8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.	Analyze	Analyze, antebellum, women's rights, suffrage, Seneca Falls Resolution, Declaration of Independence, Susan B. Anthony, Elizabeth Cady Stanton	S Cc H1.2	Vocabulary building, reading comprehension skills, and use primary and secondary resources,	I can explain early movement of women's rights.		Why was the convening of the Seneca Falls Convention an important step in the formation of the Women's Rights Movement in the United States? An individual can be famous or not famous, free or enslaved, and play a role in the Antebellum women's rights and suffrage movement. Antebellum is defined as the period before the Civil War. Seneca Falls Resolution, passed at the Seneca Falls Convention, focused on women's rights and sought to apply the assurance in the Declaration of Independence that "all men created equal," to women. Two important leaders of the movement were Susan B. Anthony and Elizabeth Cady Stanton.
8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement.	Analyze	Analyze, antebellum, temperance movement	S M H1.2	Vocabulary building, reading comprehension skills, and use primary and secondary resources,	I can explain the goals of the temperance movement.		What were the goals of the Antebellum temperance movement in United States? The Antebellum temperance movement was an organized effort, before the Civil War, to end alcohol abuse and the problems created by it. With whiskey cheaper than milk or beer, and often safer to drink than water, which was frequently contaminated, alcohol abuse reached epidemic proportions. The widespread use of whiskey led many to abuse alcohol, negatively impacting family life. Temperance reformers believed that many problems of the cities would be solved by forced sobriety.

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8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.	Evaluate	Evaluate, antellum, reform movements, Second Great Awakening	S M H1.3	Vocabulary building, reading comprehension skills, and use primary and secondary resources,	I can explain the role of religion in the early reform movements.		What was the role of religion in Antebellum reform movements in United States? During the Second Great Awakening, a new generation of ministers challenged traditional views. In colonial days, many believed in predestination while in the 1800s, the belief was the "doctrine of free will". The "doctrine of free will" blended easily with political ideas about democracy and independence. Some Christian denominations experienced rapid growth. Baptists, Methodists, Unitarians, and Mormons all attracted large numbers of new followers. One characteristic of this era of the Second Great Awakening was the revival. People came together to be "revived" or brought back to a religious life.
U5 USHG ERA 5 - CIVIL WAR AND RECONSTRUCTION (1850-1877)							
Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.							
8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.	Explain	free blacks, free whites and enslaved peoples	S M H1.2	Vocabulary building, reading comprehension skills, and analyze and compare and contrast the different groups of people?	I can explain the differences between free blacks, free whites, and enslaved people?		What effect did laws, individual actions, and unresolved issues from the Constitutional Convention have on realizing the values of the Declaration of Independence? We can use informational text, like textbooks, trade books, journals, and Internet sources; and visual data, such as pictures and museum resources to compare the life of free blacks with those who escaped from slavery, free whites, and enslaved people, and explain how their lives would be different depending on the region in which they lived- North, South or West.
8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).	Describe	Northwest Ordinance, ban, establishment, free state, effect.	S M G4	Vocabulary building, reading comprehension skills, and use primary and secondary resources,	I can explain the role of the Northwest Ordinance and slavery.		What effect did the Northwest Ordinance have on banning slavery? The Northwest Ordinance set up a three-step process for admitting new states. 1. When a territory was just starting to be settled, Congress would appoint a governor, a secretary, and three judges. In time, five states; Ohio, Indiana, Illinois, Michigan, and Wisconsin were carved out of the Northwest Territory. 2. When 5,000 free adult males lived in the territory, it could elect a legislature. 3. After a state's population reached 60,000, it could apply to become a state. A balance of power between free states and slave states was always an issue in Congress, thus, as the result of the Missouri Compromise, Michigan, for example, entered the Union as a free state and Arkansas entered as a slave state. The Northwest Ordinance forbade slavery and demanded fair treatment of American Indians.

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8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).	Knowledge (Describe)	John C. Calhoun, Daniel Webster, Henry Clay, nature, The Union, sectionalism, nationalism, federalism, state right, secession, compromise	S M H1.2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can compare and contrast the views of Calhoun, Clay, and Webster.		<p>What were the competing ideas of Webster, Calhoun, and Clay? Questions we can ask are: What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy? Answers to these questions established competing views regarding the nature of the Union such as sectionalism, nationalism, federalism, and states' rights. Three important members of the U.S. Congress led the debate over the "Nature of the Union" how the individual states' relationships would unfold, and the role of the federal government in the economy.</p> <ul style="list-style-type: none"> • Daniel Webster supported tariffs because they allowed New England's factories to compete against European manufacturers. • John C. Calhoun approved tariffs because they raised the price of goods that Southerners bought. • Henry Clay supported the construction of roads and canals because they would enable the north, south and west to trade with one another. Clay favored making improvements to infrastructure by imposing high tariffs.
8 – U5.1.4 Describe how the following increased sectional tensions <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party, and division of the Democratic party) (C2; C3) 	Knowledge (Describe)	Tension, Fugitive Slave Act, Kansas-Nebraska Act (1854), the Missouri Compromise (1820), Wilmot Proviso (1846), Dred Scott v. Sandford decision (1857), Whig Party, (Con't)	S M G4	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can analyze the social, political, and economical reforms that led to the Civil War.		<p>What are the sources that geographers and political scientists use to describe regional tensions in the United States? We can use letters, diaries, maps, documents, narratives, pictures, graphic data and other primary and secondary sources, laws, and policies to describe increased sectional tensions between 1820 and 1857. Each would illustrate how sectional tensions increased. For example, the Wilmot Proviso would ban slavery in all territories that might become part of the United States as a result of the Mexican-American War. It never became law but aroused a lot of concern in the South. We can also describe how the following legislation and court decisions increased regional tension:</p> <ul style="list-style-type: none"> • Missouri Compromise of 1820 – Southerners did not like that the U.S. Congress was making laws regarding slavery. Many Northerners did not like that slavery had expanded.

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(Cont)		Republican party, and Democratic Party					<ul style="list-style-type: none"> • The Compromise of 1850 and the Fugitive Slave Act of 1850 admitted California as a free state and banned the trade of enslaved people in Washington D.C., which pleased the North; popular sovereignty would be used to decide the issue of slavery in the rest of the Mexican Cession. The Fugitive Slave Act allowed the arrest of runaway enslaved persons and the suspects had no recourse to a trial. • The Kansas-Nebraska Act of 1854 allowed popular sovereignty to decide if the new Kansas and Nebraska territories were to be slave or free states. The election to be a slave state was decided in Kansas with 8,000 votes cast. Many of the votes were by Missourians who traveled to Kansas to vote illegally. At the time of the election, there were only 3,000 eligible voters. • The Dred Scott decision of 1857 – The United States Supreme Court declared that all blacks – slaves as well as free – were not and could never become citizens of the United States. <p>The court also declared the 1820 Missouri Compromise unconstitutional, thus permitting slavery in all of the country's territories. Scott, a black man, had no right to sue as he was not a citizen; living in a free state did not make him free. The party system in the United States devolved from a national system to regional parties.</p>
8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.	Knowledge (Describe)	resistance, Nat Turner, Harriet Tubman, The Underground Railroad, John Brown, fugitive, arsenal	S Cc H1.4	vocabulary building, reading comprehension skills (primary source/secondary source), and interpreting cause and effect (compare and contrast)	I can describe the struggle of enslaved people and the effects of their actions before and after the Civil War.		<p>What are some roles individuals played in the Underground Railroad and the resistance to the institution of slavery?</p> <p>Individual case studies can be used to describe the resistance of enslaved people and the effect of their actions before and during the Civil War. A few significant individuals in this resistance movement were Nat Turner, Harriet Tubman, and John Brown. Michigan played a major role in the Underground Railroad, which resulted in many enslaved people seeking freedom.</p>
8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.	Knowledge (Describe)	Constitutional Convention, political power, rights of individuals (liberty and property), rights of states, election of the executive, slavery, and The Civil War.	S CC H1.5	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can explain the major issues from the Constitutional Convention that are connected to the Civil War.		<p>What unresolved issues from the writing of the Constitution resurface and help explain the Civil War?</p> <p>Major issues that were debated by the Framers at the Constitutional Convention resurfaced before the Civil War. Compromises temporarily resolved some issues but did not definitively decide them. For example, the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery were all issues debated. As a result regional differences surfaced.</p>
U5.3 CIVIL WAR							

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Evaluate the multiple causes, key events, and complex consequences of the Civil War.							
8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.	Comprehension (Explain)	political, economic, social, Southern states, and secession	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can explain the reasons why the southern states seceded.		How did social, political, economic and geographic forces shape the growth of the new nation? Lincoln received only 40% of the popular vote, but received enough electoral votes to win the election. To many Southerners it seemed that the South would have no voice in the national government, since Lincoln was elected without any Southern electoral votes. The lower Southern states seceded and created a new nation called the Confederate States of America. By the time Lincoln took office in March, they had written a Constitution and named former Mississippi Senator Jefferson Davis as their president. The upper, Southern states of Virginia, North Carolina, Tennessee and Arkansas all seceded after the surrender of Fort Sumter to the Confederates and Lincoln's call for volunteers. Economic differences between the North and South were based on their primary economic activities and their disagreements over tariffs. The social disagreements between North and South focused on issues of slavery and individual rights – white men's rights regarding liberty and personal property.
8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> •critical events and battles in the war •the political and military leadership of the North and South •the respective advantages and disadvantages, including geographic, demographic, economic and technological 	Evaluation (Argue)	geographic, demographic, economic and technological	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can explain the reasons why the northern states won the Civil War.		What were the causes and the outcomes of the Civil War? Using a graphic organizer like a T-Chart, with categories such as critical events and battles in the war, political and military leadership, and respective advantages and disadvantages like geographic, demographic, economic, and technological, we can make an argument to explain the reasons why the North won the Civil War.
8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to <ul style="list-style-type: none"> •his military and political leadership •the evolution of his emancipation policy (including the Emancipation Proclamation) •and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence 	Analyze (Examine)	Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, and Declaration of Independence	S CC H1.3	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can comprehend the importance of Abraham Lincoln's presidency during the Civil War.		What questions can we ask about the term of office of President Abraham Lincoln? Questions we can ask about Abraham Lincoln's presidency are: What actions did he take? What were his basic values and principles? How did he deal with other nations? Answers to these questions will help us examine Lincoln's presidency. We can record information about Lincoln's presidency regarding his political and military leadership, the evolution of his emancipation policy, the role of his significant writings and speeches in order to examine and make statements about his terms of office.

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8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	Knowledge (Describe)	African Americans , regiments, Massachusetts 54th Regiment	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can discuss the role of African Americans in the Civil War.		What role does an individual play in creating history? African-Americans fought with the Union and Confederacy and made other contributions to the war effort as cooks, wagon drivers, and hospital aides. Former slaves who had escaped or were freed by the fighting faced extra risks. If captured, they were not treated as prisoners of war. Most were returned to slavery and some were killed. Enslaved people had always resisted slavery, and with slaveholders off to war a large number of slaves refused to work and destroyed farm equipment. African-American soldiers served in all-black regiments under white officers and earned less pay than white soldiers.
8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.	Synthesis (Construct)	combatants, civilians, warfare, primary, and secondary sources	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can make generalizations about the effects of the civil war.		What geographic tools and technologies do we use to answer geographic questions? We can use visual materials like thematic maps and photographs, and data sources like charts and tables to make generalizations about how the war affected combatants, civilians, and the role of women. For example, many women took over businesses, farms, and plantations while their fathers, brothers, and husbands served on the battlefield.
U5.3 RECONSTRUCTION							
Using evidence, develop an argument regarding the character and consequences of Reconstruction.							
8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.	Knowledge (Describe)	reconstruction, President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast), identify different perspectives of political philosophies	I can identify individuals, ideas, and major events during the period of Reconstruction.		How did the end of the war affect the nation? We can create a graphic organizer and use primary and secondary sources to describe the different positions individuals held concerning the reconstruction of Southern society and the nation. For example, President Andrew Johnson's position was to issue a broad amnesty to former Confederates, which led to his impeachment.

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8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the <ul style="list-style-type: none"> •policies of the Freedmen's Bureau •restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes 	Knowledge (Describe)	Civil War, Freedman's Bureau, Restriction, freedmen, segregation, Black Codes, White Terrorism, Jim Crow Laws, Reconstruction, Abraham Lincoln, Andrew Johnson, Republicans Racial Segregation, Freedmen's Bureau, Black Codes, Ku Klux Klan, Plessy vs Ferguson, Civil Rights Act of 1866, Amnesty Act of 1872, Grandfather Clause, Great Migration	S CC H1.4	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can recognize the early responses by the North at the end of the Civil War.		How did the ending of the Civil War affect newly freed enslaved people? We can use primary and secondary sources to describe the early responses to the end of the Civil War. For example, the Freedmen's Bureau helped freed enslaved men find jobs and resolved disputes between whites and blacks. It set up its own courts to deal with such disputes. It gave out clothing, medical supplies, and food for all people displaced by the war. It also set up schools to teach freed enslaved men to read and write. In sharp contrast, reflecting social norms, restrictions were placed on the rights and opportunities of freedmen which evolved into laws known as "Black Codes."
8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.	Knowledge (Describe) Analysis (Compare and Contrast)	Klu Klux Klan, Amnesty Act of 1872, Grandfather Clause		vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can describe the reactions to African Americans role in government after the Civil War.		What roles did newly freed enslaved people play after the Civil war and what was the reaction of Southern whites? Initially, African-Americans in the South played an active role in politics. In response to Union demands, the Southern states fulfilled the requirements to be readmitted to the United States. Simultaneously, Southern states put into place laws and ordinances known as "Black Codes" that established restrictive curfews, labor contracts, land restrictions, and voting prohibitions for African-Americans. Black Codes effectively limited the assimilation of African-Americans into society and undid any good generated by Reconstruction Era programs. Former Confederate soldiers created the Ku Klux Klan to terrorize African-Americans to keep them from voting and fully enjoying their rights as citizens.

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8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	Analyzis (Analyze)	13th Amendment 14th Amendment 15th Amendment intent, citizen		vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can analyze the reasons for and effects of the Civil War Amendments.		What changes in the Constitution resulted from the Civil War? The intent of the 13th, 14th, and 15th amendments was to make formerly enslaved Africans citizens of the United States. <ul style="list-style-type: none"> • The Thirteenth Amendment abolished slavery and forced labor throughout the nation. • The Fourteenth Amendment made enslaved persons citizens. • The Fifteenth Amendment gave formerly enslaved people the right to vote.
8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	Comprehension (Explain)	Great Migration, corruption, Democrats, Republicans,		vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can explain the reason why Union troops were removed from the south. I can explain how the end of Reconstruction affected the Nation.		How did the decision to remove Union troops and end Reconstruction affect the Nation? We can use historical evidence from informational texts, newspapers, and political cartoons to explain the affect of the removal of troops from the South in 1877, effectively ending Reconstruction.
<i>U6 USHG ERA 6 - THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)</i>							
Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.							
U6.1 AMERICA IN THE LAST HALF OF THE 19TH CENTURY							
Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.							

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<p>8 – U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> •territory, including the size of the United States and land use •population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America •systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society •governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) •economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers <p>•the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</p> <p>•the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</p>	Compare and contrast	immigration, tariff, Homestead Act, global competition, Plessy v Ferguson, Dawes Act of 1877, Transcontinental Railroad, push factors, pull factor, nativism, Pinckney Treaty, Indian reservations, corporation, trust, monopoly, urbanization, trade unions, tenement	S U6.1.1 a – Cc G5 b – M G4 c – M G4 d – Cc E2 e – CC E3 f – Cc C2 g – CC C2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can explain how the nation changed throughout the 19th Century.		<p>How did social, political, economic and geographic forces shape the growth of the new nation?</p> <p>We can use a graphic organizer to compare the United States in 1800 with the United States in 1898. Categories for comparison should include size, population, transportation, government policies or economic development, economic changes, the treatment of enslaved Africans and newly freed African-Americans, and policies toward the American Indians. The details for what is required to complete this graphic organizer are in the content expectation. This expectation demonstrates how change, over time, affects major categories for comparison.</p> <p>By 1898 the United States increased in size to reach from the Atlantic to the Pacific Ocean and included both Alaska and Hawaii as compared to the 16 states of 1800.</p> <p>By 1898 the pattern of immigration to the United States expanded to include immigrants from southern and eastern Europe as well as limited immigration from Asia. We can compare this to the predominance of Northern European immigration of the early 1800s.</p> <p>The reaction to immigrants in 1800 and in 1898 was not always positive, even though the labor of these newcomers was needed for industries to grow. While still largely rural in 1898, the population in urban areas increases from 6% of the population in 1800 to 40% in 1900.</p> <p>Early in the 1800s the systems of transportation included roads and canals. The completion of the Transcontinental Railroad unified the economic life of the United States by bringing products from different regions to markets across the nation. The railroads were important to the economy of the United States by 1898. Additionally, the railroads contributed to the migration of people from region to region.</p> <p>Government policies promoted economic development throughout the century. In the early part of the century the United States negotiated with foreign governments to assist farmers and other producers. For example, the Pinckney Treaty with Spain. At the close of the century policies that encouraged development of land such as land grants, mineral rights, and the Homestead Act were part of governmental actions.</p> <p>During the 1800s the economy began to change with the movement from a rural self-sufficient agrarian economy to an urban industrial economy. Increased global competition impacted the conditions of farmers and industrial workers. The populist movements of the late 1800s brought farmers together to fight for fair treatment from banks.</p> <p>The treatment of African-Americans was negatively impacted by the Supreme Court decision of Plessy v Ferguson. In Plessy v. Ferguson, the U.S. Supreme Court decided that a Louisiana law mandating separate but equal accommodations for blacks and whites on intrastate railroads was constitutional. This decision provided the legal foundation to justify many other actions by state and local governments to socially separate blacks and whites.</p>

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							<p>Increasing use of Black Codes in Southern states further restricted the ambitions and contributions of African-Americans and denied them the blessing of liberty. As a reaction to persistent unequal treatment African-Americans and their supporters began to organize and formally protest.</p> <p>The treatment of American Indians during the early 1800s followed a consistent pattern of forced removal from traditional lands. The Cherokee Relocation Act, also known as The Trail of Tears, is one example. Federal Indian policy during the period from 1870 to 1900 marked a departure from earlier policies that were dominated by removal, treaties, reservations, and even war. The new policy focused specifically on breaking up reservations by granting land allotments to individual Native Americans. The Dawes Act is an example of dividing Oklahoma reservation lands into allotments. American Indian reaction was varied. While protesting the injustice of the United States government, American Indians fought Washington through the courts, went to war, or sometimes acquiesced.</p>
U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS							
Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.							
8 – U6.2.1 Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)	Analyzis (Analyze)	historical perspective	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can use history to explain a modern day issue.		<p>How do students and historians investigate significant historical topics which still have significance today?</p> <p>We can ask historical questions like: What happened? When did it happen? Where did it happen? Who were involved? Why did it happen? We also can use primary and secondary sources to analyze historical perspectives and make a connection to a contemporary issue. Findings can be presented orally, visually through video or electronic presentation, or in written form such as written essay or research paper. Possible consequences of the contemporary plan must include predictions.</p>
<i>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</i>							
P3.1 IDENTIFYING AND ANALYZING ISSUES, DECISION MAKING, PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE, AND CITIZEN INVOLVEMENT							

*C = Assessed at classroom and district levels.
 S = Assessed at classroom, district, and state levels; may be assessed on MME. (30 CE; 16 items)
 CC = State assessed; Common Core; Common to all forms (8 CE; 8 items)

Cc = State assessed; Common; Matrixed by form every year (9 CE; 3 items)
 M = State assessed; Matrixed by form over two or three years (13 + 6 partial CE; 5 items)
 H or G indicates the history or geography standard which serves as the lens through which the expectation will be assessed and reported.

	Verbs/Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing of Skills	Learning Targets I can...	Resources	Assessment
8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue. •Identify a national public policy issue. •Clearly state the issue as a question of public policy orally or in written form. •Use inquiry methods to trace the origins of the issue and to acquire data about the issue. •Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. •Identify and apply core democratic values or constitutional principles. •Share and discuss findings of research and issue analysis in group discussions and debates. •Compose a persuasive essay justifying the position with a reasoned argument. •Compose a persuasive essay justifying the position with a reasoned argument. •Develop an action plan to address or inform others about the issue	Identify, Analyze, Inquire, Evaluate, Compose, Develop	civic responsibility, public policy	C S M a – C6 c – H1.5 e – C2	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can use data to persuade the public to change or enforce public policy.		How do citizens analyze, form opinions, and communicate on issues of public policy? Public issues that affect the life of citizens of the United States may include environmental concerns, jobs, trade, working conditions, human rights, education, and migration/immigration. A deep examination of policy issues would require students to 1) use graphic data, charts and visual data to inform decision making and 2) understand a variety of points of view, recognize how resolutions will differ depending on an individual's interpretation of core democratic values. For example, informal and unsanctioned immigration into the United States continues to be an issue of public debate. Public issues include access to public schools, public health facilities, public assistance, competition for jobs, use of English as a single national language, and national security.
P4.2 CITIZEN INVOLVEMENT							
Act constructively to further the public good.							
8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstate (Application)	civic responsibility, public policy, advocacy	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can explain how citizens and the government can actively promote the common good.		How do citizens act constructively to further the common good? Questions that political scientists ask include: What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of citizens in American democracy? We can share and discuss findings of research and issues in group discussions and debates. We can evaluate the effectiveness of the findings of the research.
8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.	Application	civic responsibility, public policy, advocacy	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can participate in activities intended to solve an international or national problem.		How do citizens act constructively to further the common good? We can develop action plans to contribute to solving a national or international problem studied.
8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).	Application	civic responsibility, public policy	C	vocabulary building, reading comprehension skills (primary source/secondary source), interpreting cause and effect (compare and contrast)	I can participate in projects designed to inform others.		How do citizens act constructively to further the common good? One way to act constructively to further the public good is to participate in projects that help or inform others.