



Grade 8 Social Studies Assessment

- (4) **History.** The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; **Readiness Standard**
 - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; **Supporting Standard**
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and **Readiness Standard**
 - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three–Fifths Compromise. **Readiness Standard**
- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to
- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system; **Readiness Standard**
 - (B) summarize arguments regarding protective tariffs, taxation, and the banking system; **Supporting Standard**
 - (C) explain the origin and development of American political parties; **Readiness Standard**
 - (D) explain the causes, important events, and effects of the War of 1812; **Supporting Standard**
 - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the Monroe Doctrine; **Readiness Standard**

- (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; ***Readiness Standard***
 - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and ***Readiness Standard***
 - (D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address. ***Supporting Standard***
- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; ***Supporting Standard***
 - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and ***Supporting Standard***
 - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. ***Readiness Standard***

Reporting Category 2: Geography and Culture

The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

- (10) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
Supporting Standard
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and **Readiness Standard**
 - (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States. **Readiness Standard**
- (11) **Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid–19th century. The student is expected to
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and **Readiness Standard**
 - (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
Supporting Standard
- (23) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
Readiness Standard
 - (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;
Supporting Standard
 - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed; **Supporting Standard**

(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and ***Supporting Standard***

(E) identify the political, social, and economic contributions of women to American society. ***Supporting Standard***

(24) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to

(A) describe and evaluate the historical development of the abolitionist movement; and ***Readiness Standard***

(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement; and ***Readiness Standard***

- (17) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti–Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and ***Readiness Standard***
 - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. ***Readiness Standard***
- (18) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) identify the origin of judicial review; ***Supporting Standard***
 - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and

(21) **Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to

(A) identify different points of view of political parties and interest groups on important historical issues; ***Supporting Standard***

(B) describe the importance of free speech and press in a constitutional republic; and ***Supporting Standard***

(C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas–Nebraska Act. ***Supporting Standard***

(22) **Citizenship.** The student understands the importance of effectTc 2na con.43Wa297ngto1.98

**Reporting Category 4:
Economics, Science, Technology, and Society**

(B) analyze how technological innovations changed the way goods were

Social Studies Skills

- (29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify bias and points of view created by the historical context surrounding an event;
 - (E) support a point of view on a social studies issue or event;
 - (H) pose and answer
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