

**HISTORY/SOCIAL SCIENCE  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 8**



**HS-H25** The student will demonstrate knowledge of the effects of Reconstruction on American life by

b) describing the impact of Reconstruction policies on the South and North.

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to give meaning to the freedom that former enslaved African Americans had achieved.</p> <p>The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</p>	<p>What were the Reconstruction policies for the South?</p> <p>What were the lasting impacts of the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?</p>	<p><b>Reconstruction policies and problems</b></p> <ul style="list-style-type: none"> <li>• Southern military leaders could not hold office.</li> <li>• African Americans could hold public office.</li> <li>• African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement.</li> <li>• Northern soldiers supervised the South.</li> <li>• The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.</li> <li>• Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction.</li> <li>• Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.</li> </ul> <p><b>End of Reconstruction</b></p> <ul style="list-style-type: none"> <li>• Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876.</li> <li>• Federal troops were removed from the South.</li> <li>• Rights that African Americans had gained were lost through “Jim Crow” laws.</li> </ul> <p><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"> <li>• Reconstruction plan calling for reconciliation</li> <li>• Preservation of the Union was more important than punishing the South</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**STANDARD HS-H25 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Robert E. Lee</b></p> <ul style="list-style-type: none"> <li>• Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight</li> <li>• Became president of Washington College, which is now known as Washington and Lee University</li> </ul> <p><b>Frederick Douglass</b></p> <ul style="list-style-type: none"> <li>• Fought for adoption of constitutional amendments that guaranteed voting rights</li> <li>• Was a powerful voice for human rights and civil liberties for all</li> </ul>	

**HS-H26** The student will demonstrate knowledge of how life changed after the Civil War by

- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.
- c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.
- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.
- e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Population changes, growth of cities, and new inventions produced problems in urban areas.</p> <p>Discrimination against African Americans continued after Reconstruction.</p> <p>“Jim Crow” laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and “Jim Crow.”</p> <p>Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.</p> <p>Inventions had both positive and negative effects on society.</p>	<p>Why did immigration increase?</p> <p>Why did cities grow and develop?</p> <p>What challenges faced Americans as a result of these social and technological changes?</p> <p>What is racial segregation?</p> <p>How were African Americans discriminated against?</p> <p>How did African Americans respond to discrimination and “Jim Crow”?</p> <p>What inventions created great change and industrial growth in the United States?</p> <p>What created the rise in big business?</p> <p>What factors caused the growth of industry?</p> <p>How did industrialization and the rise in big business influence life on American farms?</p>	<p><b>Reasons for the increase in immigration</b></p> <ul style="list-style-type: none"> <li>• Hope for better opportunities</li> <li>• Desire for religious freedom</li> <li>• Escape from oppressive governments</li> <li>• Desire for adventure</li> </ul> <p><b>Reasons why cities grew and developed</b></p> <ul style="list-style-type: none"> <li>• Specialized industries, including steel (Pittsburgh) and meat packing (Chicago)</li> <li>• Immigration to America from other countries</li> <li>• Movement of Americans from rural to urban areas for job opportunities</li> </ul> <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p><b>Efforts to solve immigration problems</b></p> <ul style="list-style-type: none"> <li>• Settlement houses, such as Hull House founded by Jane Addams</li> <li>• Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li> </ul> <p><b>Discrimination against immigrants</b></p> <ul style="list-style-type: none"> <li>• Chinese</li> <li>• Irish</li> </ul> <p><b>Challenges faced by cities</b></p> <ul style="list-style-type: none"> <li>• Tenements and ghettos</li> </ul>	<p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps that include major physical features.</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p>

**STANDARD HS-H26 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The effects of industrialization led to the rise of organized labor and important workplace reforms.</p>	<p>How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p>	<p><b>Racial segregation</b></p> <ul style="list-style-type: none"> <li>• Based upon race</li> <li>• Directed primarily against African Americans, but other groups also were kept segregated</li> <li>• American Indians were not considered citizens until 1924.</li> </ul> <p><b>“Jim Crow” laws</b></p> <ul style="list-style-type: none"> <li>• Passed to discriminate against African Americans</li> <li>• Made discrimination practices legal in many communities and states</li> <li>• Were characterized by unequal opportunities in housing, work, education, and government</li> </ul> <p><b>African American responses</b></p> <ul style="list-style-type: none"> <li>• Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation</li> <li>• W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans.</li> </ul> <p><b>Inventions that contributed to great change and industrial growth</b></p> <ul style="list-style-type: none"> <li>• Electric lighting and mechanical uses of electricity (Thomas Edison)</li> <li>• Telephone service (Alexander Graham Bell)</li> </ul>	

**STANDARD HS-H26 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Reasons for the rise and prosperity of big business</b></p> <ul style="list-style-type: none"> <li>• National markets created by transportation advances</li> <li>• Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads)</li> <li>• Advertising</li> <li>• Lower-cost production</li> </ul> <p><b>Factors that resulted in growth of industry</b></p> <ul style="list-style-type: none"> <li>• Access to raw materials and energy</li> <li>• Availability of work force due to immigration</li> <li>• Inventions</li> <li>• Financial resources</li> </ul> <p><b>Examples of big business</b></p> <ul style="list-style-type: none"> <li>• Railroads</li> <li>• Oil</li> <li>• Steel</li> </ul> <p><b>Postwar changes in farm and city life</b></p> <ul style="list-style-type: none"> <li>• Mechanization (e.g., the reaper) reduced farm labor needs and increased production.</li> <li>• Industrial development in cities created increased labor needs.</li> <li>• Industrialization provided new access to consumer goods (e.g., mail order).</li> </ul>	

**STANDARD HS-H26 (CONTINUED) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Negative effects of industrialization</b></p> <ul style="list-style-type: none"> <li>• Child labor</li> <li>• Low wages, long hours</li> <li>• Unsafe working conditions</li> </ul> <p><b>Rise of organized labor</b></p> <ul style="list-style-type: none"> <li>• Formation of unions: Growth of American Federation of Labor</li> <li>• Strikes: Aftermath of Homestead Strike</li> </ul> <p><b>Progressive Movement workplace reforms</b></p> <ul style="list-style-type: none"> <li>• Improved safety conditions</li> <li>• Reduced work hours</li> <li>• Placed restrictions on child labor</li> </ul> <p><b>Women’s suffrage</b></p> <ul style="list-style-type: none"> <li>• Increased educational opportunities</li> <li>• Attained voting rights                             <ul style="list-style-type: none"> <li>– Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.</li> <li>– Susan B. Anthony and Elizabeth Cady Stanton worked for women’s suffrage.</li> </ul> </li> </ul> <p><b>Temperance movement</b></p> <ul style="list-style-type: none"> <li>• Composed of groups opposed to the making and consuming of alcohol</li> <li>• Supported the 18th Amendment to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages</li> </ul>	

**HS-H27** The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

- explaining the reasons for and results of the Spanish American War.
- describing Theodore Roosevelt's impact on the foreign policy of the United States.
- explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States emerged as a world power as a result of victory over Spain in the Spanish American War.</p> <p>Economic interests and public opinion often influence United States involvement in international affairs.</p> <p>Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.</p> <p>The United States' involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.</p> <p>There were disagreements about the extent to which the United States should participate in world affairs.</p>	<p>What were the reasons for the Spanish American War?</p> <p>What were the results of the Spanish American War?</p> <p>What were Theodore Roosevelt's foreign policies?</p> <p>What was Theodore Roosevelt's impact on the foreign policy of the United States?</p> <p>What were the reasons for the United States' becoming involved in World War I?</p> <p>Who were the Allies?</p> <p>Who were the Central Powers?</p> <p>In what ways did the United States provide international leadership at the conclusion of the war?</p>	<p><b>Reasons for the Spanish American War</b></p> <ul style="list-style-type: none"> <li>Protection of American business interests in Cuba</li> <li>American support of Cuban rebels to gain independence from Spain</li> <li>Rising tensions between Spain and the United States as a result of the sinking of the USS <i>Maine</i> in Havana Harbor</li> <li>Exaggerated news reports of events (yellow journalism)</li> </ul> <p><b>Results of the Spanish American War</b></p> <ul style="list-style-type: none"> <li>The United States emerged as a world power.</li> <li>Cuba gained independence from Spain.</li> <li>The United States gained possession of the Philippines, Guam, and Puerto Rico.</li> </ul> <p><b>The Roosevelt Corollary to the Monroe Doctrine</b></p> <ul style="list-style-type: none"> <li>asserted the United States' right to interfere in the economic matters of other nations in the Americas</li> <li>claimed the United States' right to exercise international police power</li> <li>advocated Big Stick Diplomacy (building the Panama Canal).</li> </ul>	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Sequence events in United States history.</p> <p>Make connections between the past and the present.</p> <p>Interpret ideas and events from different historical perspectives.</p>

**STANDARD HS-H27 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Reasons for United States involvement in World War I</b></p> <ul style="list-style-type: none"> <li>• Inability to remain neutral</li> <li>• German submarine warfare: Sinking of the <i>Lusitania</i></li> <li>• United States economic and political ties to Great Britain</li> <li>• The Zimmermann Telegram</li> </ul> <p><b>Major Allied Powers</b></p> <ul style="list-style-type: none"> <li>• British Empire</li> <li>• France</li> <li>• Russia</li> <li>• Serbia</li> <li>• Belgium</li> <li>• United States</li> </ul> <p><b>Central Powers</b></p> <ul style="list-style-type: none"> <li>• German Empire</li> <li>• Austro-Hungarian Empire</li> <li>• Bulgaria</li> <li>• Ottoman Empire</li> </ul> <p><b>United States leadership as the war ended</b></p> <ul style="list-style-type: none"> <li>• At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.</li> <li>• The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles.</li> </ul>	

**STANDARD HS-H28 REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H28** The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west.

c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Reforms in the early twentieth century could not legislate how all people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p> <p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.</p>	<p>What was prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early twentieth century?</p> <p>Who were the leaders in art, literature, and music during the 1920s and 1930s?</p> <p>What were the contributions of these leaders?</p> <p>How did the Harlem Renaissance influence American life?</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p><b>Results of prohibition</b></p> <ul style="list-style-type: none"> <li>• Speakeasies were created as places for people to drink alcoholic beverages.</li> <li>• Bootleggers made and smuggled alcohol illegally and promoted organized crime.</li> <li>• Repealed by the 21st Amendment.</li> </ul> <p><b>Great Migration north and west</b></p> <ul style="list-style-type: none"> <li>• Jobs for African Americans in the South were scarce and low paying.</li> <li>• African Americans faced discrimination and violence in the South.</li> <li>• African Americans moved to cities in the North and Midwest in search of better employment opportunities.</li> <li>• African Americans also faced discrimination and violence in the North and Midwest.</li> </ul>	<p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps that include major physical features.</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Sequence events in United States history.</p>

**STANDARD HS-H28 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Cultural climate of the 1920s and 1930s</b></p> <ul style="list-style-type: none"> <li>• Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest</li> <li>• Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s</li> <li>• Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music</li> </ul> <p><b>Harlem Renaissance</b> African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> <li>• Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art</li> <li>• Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots</li> <li>• Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer</li> </ul> <p>The popularity of these artists spread beyond Harlem to the rest of society</p>	

**HS-H29** The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
- locating and describing the major events and turning points of the war in Europe and the Pacific.
- describing the impact of the war on the home front.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>The rise of fascism threatened peace in Europe and Asia.</p> <p>As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p> <p>Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p> <p>The Holocaust is an example of prejudice and discrimination taken to the extreme.</p> <p>World War II affected every aspect of American life.</p> <p>Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.</p>	<p>How did post-World War I Europe set the stage for World War II?</p> <p>How did the rise of fascism affect world events following World War I?</p> <p>How did American policy toward events in Europe and Asia change over time?</p> <p>What were the major events and turning points of World War II?</p> <p>What was the Holocaust?</p> <p>How did post-World War I Europe set the stage for World War II?</p> <p>How did the rise of fascism affect world events following World War I?</p> <p>How did American policy toward events in Europe and Asia change over time?</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"> <li>Political instability and economic devastation in Europe resulting from World War I: <ul style="list-style-type: none"> <li>Worldwide depression</li> <li>High war debt owed by Germany</li> <li>High inflation</li> <li>Massive unemployment</li> </ul> </li> <li>Rise of Fascism: <ul style="list-style-type: none"> <li>Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.</li> <li>Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).</li> <li>These dictators led the countries that became known as the Axis Powers.</li> </ul> </li> </ul> <p><b>The Allies</b></p> <ul style="list-style-type: none"> <li>Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.</li> <li>Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).</li> </ul> <p><b>Gradual change in American policy from neutrality to direct involvement</b></p> <ul style="list-style-type: none"> <li>Isolationism (Great Depression, legacy of World War I)</li> <li>Economic aid to Allies</li> <li>Direct involvement in the war</li> </ul>	<p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps that include major physical features.</p>

**STANDARD HS-H29 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
	<p>How did Americans at home support the war effort?</p> <p>What effect did the war have on race relations in America?</p>	<p><b>War in the Pacific</b></p> <ul style="list-style-type: none"> <li>• Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.</li> <li>• On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.</li> <li>• The United States declared war on Japan.</li> <li>• Germany declared war on the United States.</li> </ul> <p><b>Major events and turning points of World War II</b></p> <ul style="list-style-type: none"> <li>• Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.</li> <li>• Germany invaded France and captured Paris.</li> <li>• Germany bombed London, and the Battle of Britain began.</li> <li>• The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease).</li> <li>• Japan bombed Pearl Harbor.</li> <li>• After Japan bombed Pearl Harbor, Germany declared war on the United States.</li> <li>• The United States declared war on Japan and Germany.</li> <li>• The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.</li> <li>• Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.</li> <li>• American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.</li> <li>• The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.</li> </ul>	

**STANDARD HS-H29 (continued) REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Aryan supremacy</li> <li>• Systematic attempt to rid Europe of all Jews</li> <li>• Tactics:               <ul style="list-style-type: none"> <li>– Boycott of Jewish stores</li> <li>– Threats</li> <li>– Segregation</li> <li>– Imprisonment and killing of Jews and others in concentration camps and death camps</li> <li>– Liberation by Allied forces of Jews and others who survived in concentration camps</li> </ul> </li> </ul> <p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p> <p>Americans at home supported the war by conserving and rationing resources.</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p>	

**STANDARD HS-G13      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G13 The student will demonstrate knowledge of how early cultures developed in North America by**

**b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.</p>	<p>In which areas did the American Indians live?</p> <p>Where do American Indians live today?</p>	<p>American Indians lived in all areas of North America.</p> <ul style="list-style-type: none"> <li>• Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</li> <li>• Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.</li> <li>• Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.</li> <li>• Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</li> <li>• Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.</li> </ul> <p>Members of these tribes live in their homelands and in many other areas of North America today.</p>	<p>Sequence events in United States history.</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>

**STANDARD HS-G14      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G14** The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by  
 c) **identifying on a map the states that seceded from the Union and those that remained in the Union.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.</p>	<p>Which states seceded from the Union?</p> <p>Which four slave states stayed in the Union?</p> <p>Where were the other states that remained in the Union located?</p>	<p><b>States that seceded from the Union</b></p> <ul style="list-style-type: none"> <li>• Alabama</li> <li>• Arkansas</li> <li>• Florida</li> <li>• Georgia</li> <li>• Louisiana</li> <li>• Mississippi</li> <li>• North Carolina</li> <li>• South Carolina</li> <li>• Tennessee</li> <li>• Texas</li> <li>• Virginia</li> </ul> <p><b>States that remained in the Union</b></p> <ul style="list-style-type: none"> <li>• Border states (slave states)                             <ul style="list-style-type: none"> <li>– Delaware</li> <li>– Kentucky</li> <li>– Maryland</li> <li>– Missouri</li> </ul> </li> <li>• Free states                             <ul style="list-style-type: none"> <li>– California</li> <li>– Connecticut</li> <li>– Illinois</li> <li>– Indiana</li> <li>– Iowa</li> <li>– Kansas</li> <li>– Maine</li> <li>– Massachusetts</li> <li>– Michigan</li> <li>– Minnesota</li> <li>– New Hampshire</li> <li>– New Jersey</li> <li>– New York</li> <li>– Ohio</li> <li>– Oregon</li> <li>– Pennsylvania</li> <li>– Rhode Island</li> <li>– Vermont</li> <li>– West Virginia*</li> <li>– Wisconsin</li> </ul> </li> </ul> <p>*Note: Western counties of Virginia that refused to secede from the Union</p>	<p>Analyze and interpret maps to explain historical events.</p>

**STANDARD HS-G15      REPORTING CATEGORY: GEOGRAPHY      HISTORY AND SOCIAL STUDIES**

**HS-G15** The student will use maps, globes, photographs, pictures, or tables for

c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.</p> <p>Cities serve as centers of trade and have political, economic, and/or cultural significance.</p>	<p>What is one way of grouping the 50 states?</p> <p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</p>	<p><b>States grouped by region</b></p> <ul style="list-style-type: none"> <li>• Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</li> <li>• Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas</li> <li>• Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</li> <li>• Southwest: Texas, Oklahoma, New Mexico, Arizona</li> <li>• Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho</li> <li>• Pacific: Washington, Oregon, California</li> <li>• Noncontiguous: Alaska, Hawaii</li> </ul> <p><b>Cities</b></p> <ul style="list-style-type: none"> <li>• Northeast: New York, Boston, Pittsburgh, Philadelphia</li> <li>• Southeast: Washington, D.C., Atlanta, New Orleans</li> <li>• Midwest: Chicago, St. Louis, Detroit</li> <li>• Southwest: San Antonio, Santa Fe</li> <li>• Western (Rocky Mountains): Denver, Salt Lake City</li> <li>• Pacific: San Francisco, Los Angeles, Seattle</li> <li>• Noncontiguous: Juneau, Honolulu</li> </ul>	<p>Make connections between the past and the present.</p> <p>Analyze and interpret maps that include major physical features.</p> <p>Use parallels of latitude and meridians of longitude to describe hemispheric location.</p>

**STANDARD HS-E18      REPORTING CATEGORY: ECONOMICS      HISTORY AND SOCIAL STUDIES**

**HS-E18** The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- b) describing the conversion from a wartime to a peacetime economy.
- e) describing how international trade and globalization have impacted American life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Following World War II, Americans prospered due to an expanding economy stimulated by America’s involvement in the war.</p> <p>Between the end of World War II and the present, the world has been marked by an increase in globalization and interdependence.</p>	<p>What contributed to the prosperity of Americans following World War II?</p> <p>How has globalization impacted American life?</p>	<p><b>Reasons for rapid growth of the American economy following World War II</b></p> <ul style="list-style-type: none"> <li>• With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.</li> <li>• Americans purchased goods on credit.</li> <li>• The work force shifted back to men, and most women returned full time to family responsibilities.</li> <li>• Labor unions merged and became more powerful; workers gained new benefits and higher salaries.</li> <li>• As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers.</li> </ul> <p>Globalization is the linking of nations through trade, information, technologies, and communication.</p> <p>Globalization involves increased integration of different societies.</p> <p><b>Impact of globalization on American life</b></p> <ul style="list-style-type: none"> <li>• Improvement of all communications (e.g., travel, telecommunications, Internet)</li> <li>• Availability of a wide variety of foreign-made goods and services</li> </ul> <p>Outsourcing of jobs</p>	<p>Make connections between the past and the present.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p>

**STANDARD HS-E19      REPORTING CATEGORY: ECONOMICS      HISTORY AND SOCIAL STUDIES**

**HS-E19 The student will identify types of natural, human, and capital resources and explain their significance by  
a) showing their influence on patterns of economic activity and land use.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Natural materials become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p> <p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p>	<p>How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources influence patterns of economic activity and land use in regions?</p> <p>What are some examples of primary, secondary, and tertiary economic activities?</p>	<p><b>Changes in use of energy resources and technology over time</b></p> <ul style="list-style-type: none"> <li>• Wood (deforestation)</li> <li>• Coal (pollution, mining problems, competition with oil and gas)</li> <li>• Petroleum (transportation, environmental considerations)</li> <li>• Nuclear (contamination, waste)</li> <li>• Solar, wind (cost, aesthetics)</li> </ul> <p><b>Natural resources</b></p> <ul style="list-style-type: none"> <li>• Renewable: Soil, water, forests</li> <li>• Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)</li> </ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"> <li>• Level of education</li> <li>• Skilled and unskilled laborers</li> <li>• Entrepreneurial and managerial abilities</li> </ul> <p><b>Capital resources</b></p> <ul style="list-style-type: none"> <li>• Availability of money for investment</li> <li>• Level of infrastructure</li> <li>• Availability and use of tools, machines, and technologies</li> </ul> <p><b>Levels of economic activity</b></p> <ul style="list-style-type: none"> <li>• Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining)</li> <li>• Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills)</li> <li>• Tertiary: Services (e.g., transportation, retail trade, information technology services)</li> </ul>	<p>Compare maps and globes and make inferences.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Analyze and evaluate information.</p> <p>Explain cause-and-effect relationships.</p> <p>Sequence information.</p>

**STANDARD HS-E19 (continued) REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Effects of unequal distribution of resources</b></p> <ul style="list-style-type: none"> <li>• Interdependence of nations, trading in goods, services, and capital resources</li> <li>• Uneven economic development</li> <li>• Energy producers and consumers</li> <li>• Imperialism</li> <li>• Conflict over control of resources</li> </ul> <p><b>Patterns of land use</b></p> <ul style="list-style-type: none"> <li>• Economic activities that require extensive areas of land (e.g., agriculture) vs. those that require a limited areas (e.g., manufacturing)</li> <li>• Land uses that are compatible with each other (open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)</li> </ul>	

**STANDARD HS-E20      REPORTING CATEGORY: ECONOMICS      HISTORY AND SOCIAL STUDIES**

**HS-E20** The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Availability of resources and technology influence economic development and quality of life.</p>	<p>How and why does the level of economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How does the availability of resources and technology influence economic development and quality of life?</p>	<p><b>Differences between developed and developing nations</b></p> <ul style="list-style-type: none"> <li>• Access to natural resources</li> <li>• Access to capital resources (investment in technology and infrastructure)</li> <li>• Number and skills of human resources</li> <li>• Levels of economic development</li> <li>• Standards of living and quality of life</li> <li>• Relationships between economic development and quality of life</li> </ul> <p><b>Indicators of economic development</b></p> <ul style="list-style-type: none"> <li>• Urban-rural ratio</li> <li>• Labor force characteristics (primary, secondary, tertiary sectors)</li> <li>• GDP per capita</li> <li>• Educational achievement</li> </ul> <p><b>Indicators of standards of living and quality of life</b></p> <ul style="list-style-type: none"> <li>• Population growth rate (natural increase)</li> <li>• Population age distribution</li> <li>• Literacy rate</li> <li>• Life expectancy</li> <li>• Infant mortality rate</li> <li>• Percentage of urban population</li> </ul>	<p>Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Interpret population pyramids.</p>

**HS-C17 The student will demonstrate knowledge of the causes and results of the American Revolution by**

**b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>	<p>What ideas and/or philosophies about government were expressed in the Declaration of Independence?</p>	<p>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.</p> <p><b>Key philosophies in the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• People have “certain unalienable rights” (rights that cannot be taken away)—to life, liberty, the pursuit of happiness.</li> <li>• People establish government to protect those rights.</li> <li>• Government derives power from the people.</li> <li>• People have a right and a duty to change a government that violates their rights.</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Make connections between the past and the present</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Interpret excerpts from notable documents.</p>

**HS-C18** The student will demonstrate knowledge of the challenges faced by the new nation by  
 a) identifying the weaknesses of the government established by the Articles of Confederation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p>	<p>What were the basic weaknesses of the Articles of Confederation?</p>	<p><b>Articles of Confederation</b></p> <ul style="list-style-type: none"> <li>• Provided for a weak national government</li> <li>• Gave Congress no power to tax or regulate commerce among the states</li> <li>• Provided for no common currency</li> <li>• Gave each state one vote regardless of size</li> <li>• Provided for no executive or judicial branches</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps to explain historical events.</p>