

## **KINDERGARTEN History-Social Science Content Standards**

### Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

#### **K.1 Students understand that being a good citizen involves acting in certain ways.**

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

#### **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

#### **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

#### **K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

#### **K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**

#### **K.6 Students understand that history relates to events, people, and places of other times.**

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today.

## **Grade One History-Social Science Content Standards.**

### **A Child's Place in Time and Space**

Students in grade one learn some of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### **1.1 Students describe the rights and individual responsibilities of citizenship.**

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

#### **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.**

1. Locate on maps and globes their local community, Idaho, the United States.
2. Construct a simple map, using cardinal directions and map symbols.
3. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

#### **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
2. Understand the significance of our national holidays, America's first people, our country's history and national heroes.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

**1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

**1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions; the forms of diversity in their school and community.
2. Compare the beliefs, customs, ceremonies, traditions, and social practices of varied cultures, drawing from folklore.

**1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

## **Grade Two History-Social Science Content Standards.**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

### **2.1 Students differentiate between things that happened long ago and things that happened yesterday.**

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the cardinal directions.
3. Locate on a map where the Pilgrims, Native Americans, and students' ancestors lived.
4. Compare neighborhoods and traditions in different world places

### **2.3 Students explain governmental institutions and practices in the United States.**

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. Include local rules/laws.
2. Explain our community and national elections.
3. Explain the meaning of Pledge of Allegiance.
4. Understand the meaning of symbols of America.

### **2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

**2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

## **Grade Three History-Social Science Content Standards**

Students in grade three learn more about our connections to the past and the ways in which government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of Idaho, including the arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or valley).

### **3.3 Students draw from historical and community resources to organize the sequence of historical events and describe how each period of settlement left its mark on the land.**

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

### **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of city, state, and national government.**

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, and the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.

5. Identify people who make and enforce laws in the local community
6. Identify and explain the basic functions of local government
7. Tell how local government officials are chosen; Describe local government services
8. Explore connections that the local community has with other communities in the world

**3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

## **Grade 4 Content Standards: Idaho History**

### **HISTORY-IMMIGRANTS**

1. Describe ways that cultural groups influenced and impacted each other
2. Explain the role of missionaries in the development of Idaho
3. Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho
4. Describe the role of the discovery of gold and other minerals in the settlement of Idaho
5. Analyze and describe the immigrant experience in Idaho

### **NATIVE AMERICANS - IDAHO**

Students describe the social, political, cultural, and economic life and interactions among the native people of Idaho.

1. Analyze and describe how the westward expansion impacted the American Indians in Idaho
2. Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries
3. Recognize that although there are five federally recognized tribes in Idaho, there are many others in the state
4. Identify characteristics of American Indian tribes and other cultural groups in Idaho
5. Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago
6. Discuss the impact of settlement in Idaho on American Indian tribal lands.
7. Describe American Indian cultural materials and their use in everyday life

### **GEOGRAPHY**

Students demonstrate an understanding of the physical and human geographic features that define places and regions in Idaho.

14. Use geographic skills to collect, analyze, interpret, and communicate data
15. Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian
16. Use a number/letter grid to find specific locations on a map of Idaho
17. Analyze past and present settlement patterns in Idaho
19. Identify the geographic features of Idaho
20. Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry

Students explain the economic, social, and political life in Idaho from exploration by Europeans to the present day.

### **ECONOMICS**

Students explain how Idaho developed an agricultural and industrial economy, tracing the transformation of the economy and its political and cultural development.

21. Explain how American Indians and early settlers met their basic needs of food, shelter and water
22. Explain the concepts of supply and demand and scarcity

23. Explain the concept of specialization and division of labor
24. Identify goods and services in early Idaho settlements
25. Explain the concept of public and private property in the development of Idaho
26. Describe examples of technological innovations in relation to economic growth in Idaho
27. Describe how geographic features of Idaho have determined the economic base of Idaho's regions

## **GOVERNMENT**

### **Students understand the structures, functions, and powers of the local, state, and tribal governments**

1. Identify the people and groups who make, apply, and enforce laws within state and tribal governments
2. Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities
3. Explain the significance of Idaho symbols
4. Describe the difference between state and local governments
5. Identify and explain the basic functions of state and tribal governments
6. Identify the three branches of state government and explain the major responsibilities of each
7. Discuss current governmental organization of American Indian tribes in Idaho
8. Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty

## **CULTURE**

39. Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history
40. Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world

## **Grade Five History-Social Science Content Standards**

### **United States History and Geography: Making a New Nation**

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

#### **5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

#### **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

#### **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation.
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time.

#### **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

## **5.5 Students explain the causes of the American Revolution.**

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

## **5.6 Students understand the course and consequences of the American Revolution.**

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, the Marquis Marie Joseph de Lafayette, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phyllis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

## **5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.**

1. List the shortcomings of the Articles of Confederation as set forth by their critics.

2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

**5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Demonstrate knowledge of the explorations of the trans-Mississippi west following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
2. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
3. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
4. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

**5.9 Students know the location of the current 50 states and the names of their capitals.**

**NOTE:** Since each school in the Treasure Valley is using different Social Studies publishers for grades 6-7 we present a combined World History/Geography curriculum. Each school may use their current resources to cover the curriculum in the most convenient order. Such a method is consistent with Idaho Standards, since Idaho writes their standards for grade ranges rather than specific levels after grade 5.

## **Social Studies Grades 6 and 7 Curriculum**

### **World History and Geography: Eastern and Western Hemispheres**

1. Pre-History: Students use archaeological evidence to study physical and cultural development of humans.
2. Students analyze the geographic, political, economic, religious, and social structures of early civilizations.

Students analyze the geographic, political, economic, religious, and social structures of:

3. Ancient Greeks
  4. India
  5. China
  6. Rome and Roman Empire
  7. Islam
  8. Africa
  9. Japan
  10. Medieval Europe
  11. Central and South America
12. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
  13. Students analyze the historical developments of the Reformation
  14. Students analyze the Scientific Revolution and its effect on religious, political, and cultural institutions.
  15. Students analyze political and economic change in the sixteenth, seventeenth and eighteenth centuries (Ages of Exploration, Enlightenment, and Reason).

## **Grade Eight History-Social Science Content Standards**

### **United States History and Geography: Growth and Conflict**

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to about 1900. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

#### **8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

1. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
2. Analyze how the American Revolution affected other nations, especially France.

#### **8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### **8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.**

1. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
2. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
3. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
4. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
5. Understand the functions and responsibilities of a free press.

### **8.4 Students analyze the aspirations and ideals of the people of the new nation.**

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it.
3. Discuss daily life, including traditions in art, music, and literature, of early national America.

### **8.5 Students analyze U.S. foreign policy in the early Republic.**

1. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
2. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

### **8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the influence of industrialization and technological developments on the regions, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads.
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement.
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

### **8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

### **8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved.

4. Examine the importance of the great rivers and the struggle over water rights.
5. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

### **8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement to abolish slavery.
2. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
3. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
4. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
5. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

### **8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
2. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
3. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
4. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
5. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
6. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

### **8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
3. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
4. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

**8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry.
5. Examine the location and effects of urbanization, renewed immigration, and industrialization.
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
10. Explain the concepts of Isolationism and imperialism in America at the beginning of the 20th Century.
11. Trace the causes and results of the Spanish –American War
12. Discus world relations at the beginning of the 20<sup>th</sup> Century.