

SOCIAL STUDIES

**U.S. STUDIES FROM 1492 TO
1877: EXPLORATION
THROUGH RECONSTRUCTION**

GRADE 8

“I Can” Checklist

2015-2016

CURRICULUM RESOURCES

**Aligned with Ohio’s New
Learning Standards for
Social Studies**



**Office of Teaching and
Learning – Curriculum
Division**

Ohio's New Learning Standards – "I Can" Checklist

Social Studies, Grade 8

History

1

— I can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

— I can define a primary source.

— I can define a secondary source.

— I can define perspectives.

— I can identify perspectives in primary and secondary sources.

— I can present a position on a historical event.

— I can defend a position on a historical event.

— I can compare multiple perspectives in primary and secondary sources.

2

— I can explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

— I can identify reasons for European exploration from primary sources.

— I can define economic.

— I can define religious.

— I can identify the original inhabitants of North America.

— I can explain economic reasons for the European exploration of North America.

— I can give examples of goods found in North America that had a market in Europe.

— I can explain religious reasons for European exploration of North America.

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Social Studies, Grade 8

History

3

- I can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.
 - I can define colonization.
 - I can name the European countries involved in colonizing North America.
 - I can give examples of conflicts among colonizing powers.
 - I can explain how national rivalries in Europe led to land claims in North America.
 - I can explain how national rivalries in Europe led to exploitation of resources in North America.
 - I can analyze the impact of European conflicts on American Indians.

4

- I can explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.
- I can describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.
 - I can describe the practice of race-based slavery in the American colonies.
 - I can explain the perspectives of Europeans that led to race-based slavery.
 - I can discuss the economic motivations for slavery in the American colonies.
 - I can define forced migration.
 - I can describe ways in which enslaved and free Africans contributed to manufacturing and trade in the northern colonies.
 - I can describe ways in which enslaved and free Africans contributed to the agricultural system in southern colonies.
 - I can cite cultural contributions of enslaved and free Africans in the American colonies.

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History

5

— I can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.

- I can explain key ideas of the Enlightenment.
- I can discuss the terms of the Proclamation of 1763.
- I can discuss the terms of the Sugar Act.
- I can discuss the terms of the Stamp Act.
- I can discuss the terms of the Townshend Acts.
- I can discuss the terms of the Tea Act.
- I can discuss the terms of the Coercive Acts.
- I can discuss the terms of the Quartering Act.
- I can discuss the terms of the Quebec Act.
- I can compare ideas of the Enlightenment with the Declaration of Independence using primary sources.
- I can analyze how the actions of the British government led to dissatisfaction with colonial rule.
- I can analyze how the ideas of the Enlightenment are reflected in the Declaration of Independence.

6

— I can analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.

- I can describe the organization of the United States under the Articles of Confederation.
- I can explain how state new governments replaced British colonial rule.
- I can list the questions that state governments had to address in their new governing documents.
- I can explain the precedents established by the Northwest Ordinance.
- I can compare provisions of the Northwest Ordinance and the U.S. Constitution using primary source excerpts.
- I can explain how the relationship between people and government changed following the American Revolution.
- I can explain how the transition from mercantilism to thirteen separate colonies impacted the economy following the American Revolution.
- I can evaluate the impact of the Northwest Ordinance.

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History

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- **I can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.**
 - I can give examples of domestic problems faced by the United States under the Articles of Confederation.
 - I can explain issues that were debated during the Constitutional convention.
 - I can describe the views of the Federalists on the ratification of the Constitution.
 - I can describe the views of the Anti-Federalists on the ratification of the Constitution.
 - I can compare the perspectives of Federalists and Anti-Federalists in primary sources.
 - I can analyze the ways in which the U.S. Constitution addressed weaknesses of the Articles of the Confederation.
 - I can explain how the U.S. Constitution strengthened the power of the federal government.

8

- **I can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.**
 - I can explain the outcome of the War of 1812.
 - I can identify peaceful transitions in the presidency that occurred despite election disputes.
 - I can create a chronology of events in early presidential administrations.
 - I can analyze the significance of the creation of the national bank.
 - I can analyze the significance of ending the Whiskey Rebellion.
 - I can analyze the significance of the Jay Treaty.
 - I can analyze the significance of maintaining neutrality.
 - I can analyze the significance of the creation of the Navy Department.
 - I can analyze the significance of the Louisiana Purchase.
 - I can analyze the significance of the *McCulloch v. Maryland* decision.
 - I can analyze the significance of the Monroe Doctrine.

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History

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- I can describe how the United States added to its territory through treaties and purchases.
 - I can describe the terms of the Adams-Onís Treaty.
 - I can describe the terms of the Webster-Ashburton Treaty.
 - I can describe the terms of the Oregon Treaty.
 - I can describe the terms of the Treaty of Guadalupe Hidalgo.
 - I can identify the territory gained through the Louisiana Purchase.
 - I can identify the territory gained through the Gadsden Purchase.
 - I can identify the territory gained through the Alaska purchase.
 - I can use a map to show the growth of the United States through treaties and purchases.

10

- I can explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
 - I can describe the territorial expansion of the United States after the War of 1812.
 - I can identify economic benefits of territorial expansion.
 - I can describe the characteristics of each region.
 - I can explain the different positions of regions on key political issues.
 - I can explain the causes of the Mexican War.
 - I can describe the means used to remove American Indians from their native land.
 - I can use a map to show westward expansion.
 - I can explain how westward expansion led to the debate over the expansion of slavery.
 - I can analyze the impact of westward expansion on American Indians.
 - I can explain how Manifest Destiny was used to justify westward expansion.

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History	History
<p>11</p> <ul style="list-style-type: none"> — I can distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. — I can illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War. <ul style="list-style-type: none"> — I can give examples of sectional issues that involved arguments over states’ rights. — I can explain the position of Northerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories. — I can explain the position of Westerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories. — I can explain the position of Southerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories. — I can explain how westward expansion contributed to the debate over slavery. — I can analyze the role of states’ rights and slavery as causes of the Civil War. 	<p>12</p> <ul style="list-style-type: none"> — I can describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences. <ul style="list-style-type: none"> — I can identify the political changes that came about in the South from the conclusion of the Civil War. — I can explain the rights granted by the 13th amendment. — I can explain the rights granted by the 14th amendment. — I can explain the rights granted by the 15th amendment. — I can describe actions taken by white Southerners who resented Reconstruction. — I can summarize the struggle for control of Reconstruction between Congress and the presidency.

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Geography

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- **I can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.**
 - I can identify types of maps and geographic tools.
 - I can explain how maps and geographic tools show sectionalism, unification, or movement.
 - I can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.
 - I can use maps and geographic tools to draw conclusions about how location has influenced historical events.

14

- **I can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.**
- **I can explain how expansion sometimes resulted in unintended environmental consequences.**
 - I can identify natural resources available in the Northeast.
 - I can describe the conditions in Virginia that made tobacco growth profitable.
 - I can explain why cotton was an important crop in the South.
 - I can explain the role of canals in westward expansion.
 - I can use a map of natural resources to draw conclusions about the relationship between resources and expansion.
 - I can explain why cotton helped force the westward expansion of expansion of plantation agriculture.
 - I can analyze negative effects of westward expansion.

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Geography	Government
<p>15</p> <p>— I can describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.</p> <p>— I can explain how the colonies reflected the origins of its settlers.</p> <p>— I can summarize the westward movement of people in the United States.</p> <p>— I can identify the transportation developments that came with westward expansion.</p> <p>— I can analyze why the North and South developed different political views on slavery.</p> <p>— I can analyze the impact of westward expansion on American Indians.</p> <p>— I can explain the relationship between the movement of people and political development in the West.</p> <p>— I can explain the relationship between the movement of people and economic development in the West.</p>	<p>16</p> <p>— I can explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>— I can explain how cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens.</p> <p>— I can describe responses to prejudice including Indian Wars, slave rebellions, Mormon migrations, and efforts to gain equal rights for women.</p> <p>— I can cite ways in which cultural biases, stereotypes, and prejudices impacted groups such as immigrants, Jews, and Catholics.</p> <p>— I can identify cultural biases, stereotypes and prejudices in primary sources.</p>

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Government

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- I can identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.
 - I can explain the democratic ideals that became the cornerstone for national identity including freedom, equality, rights and justice.
 - I can cite the ways democratic ideals were included in founding documents.
 - I can trace the development of the sense of “being an American” from the Revolution to the Civil War.
 - I can explain the role of public education in helping foster democratic ideals.
 - I can discuss role of democratic ideals and the hope of assimilation in immigration.

18

- I can explain how participation in social and civic groups can lead to the attainment of individual and public goals.
 - I can define social group.
 - I can define civic group.
 - I can identify social groups that worked for individual and public goals in early American history.
 - I can identify civic groups that worked for individual and public goals in early American history.
 - I can describe the goals of the American Temperance Society.
 - I can describe the goals of the National Trades’ Union.
 - I can describe the goals of the Sons of Liberty.
 - I can describe the goals of the American Anti-Slavery Society.
 - I can distinguish between social groups and civic groups.

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Government

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- **I can explain how media and communication technology influence public opinion.**
 - I can give examples of media and communication technology tools throughout history.
 - I can define public opinion.
 - I can explain effects of new media and communication technology tools throughout history.

20

- **I can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.**
 - I can define federal system.
 - I can give examples of how the U.S. Constitution created a federal system.
 - I can define representative democracy.
 - I can give examples of how the U.S. Constitution created representative democracy.
 - I can identify the three branches of government.
 - I can give examples of how the U.S. Constitution created separation of powers.
 - I can give examples of how the U.S. Constitution created checks and balances.

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Government	Economics
<p>21</p> <p>— I can cite and evaluate how the U.S. Constitution protects citizens’ rights by limiting the powers of government.</p> <p>— I can give examples of citizens’ rights protected by the U.S. Constitution and Bill of Rights.</p> <p>— I can describe limitations placed on the power of the federal government by the U.S. Constitution.</p> <p>— I can explain how the 13th Amendment expanded rights.</p> <p>— I can explain how the 14th Amendment expanded rights.</p> <p>— I can explain how the 15th Amendment expanded rights.</p> <p>— I can evaluate whether a specific government action violates citizens’ rights.</p>	<p>22</p> <p>— I can analyze how choices made by individuals, businesses and governments have both present and future consequences.</p> <p>— I can explain why economic choices are made.</p> <p>— I can identify the choices and consequences that business must weigh to make decisions.</p> <p>— I can identify the choices that consequences governments must weigh to make decisions.</p> <p>— I can identify historical decisions made based on economic choices.</p> <p>— I can analyze a specific economic choice based on potential consequences.</p>

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Economics

23

- I can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.
 - I can identify new technology during the Industrial Revolution.
 - I can identify industries that were impacted by the Industrial Revolution.
 - I can define means of production.
 - I can describe changes in the means of production during the Industrial Revolution.
 - I can connect the use of new power resources to changes in the means of production.
 - I can connect the use of interchangeable parts and mass production to changes in the means of production.

24

- I can explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.
 - I can cite ways the government can impact markets.
 - I can give examples of how government impacted markets in early American history.
 - I can explain how government spending impacts markets.
 - I can explain how government regulations impact markets.
 - I can explain how tariffs impact markets.
 - I can explain how trade barriers impact markets.

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Economics

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- I can demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings accounts, checking accounts) and credit.
 - I can explain the purpose of savings accounts.
 - I can explain the purpose of checking accounts.
 - I can identify various types of credit
 - I can analyze positive and negative consequences of buying on credit.