



The American Republic

To 1877

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STANDARDS	PAGE REFERENCES
<p>Eighth Grade U.S. History Grade Standards, Supporting Skills, and Examples</p>	
<p>Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>	
<p>8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</p>	
<ul style="list-style-type: none"> Identify and explain the sources of conflict which led to the American Revolution. Examples: Proclamation of 1763, Stamp Act, Townshend Acts, Sugar Act, Coercive (Intolerable) Acts, tax on tea 	<p>Student Edition: 125, 132-135, 136-139 <i>More About...</i> 138 <i>National Geographic</i> 133 <i>Reading Check</i> 125, 135, 139 Teacher Wraparound Edition: CL 133; DI 134, 138; RS 133</p>
<ul style="list-style-type: none"> Associate key individuals with their roles in the American Revolution. Examples: John Adams, Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, Benjamin Franklin. 	<p>Student Edition: 119, 125, 134, 136-139, 142, 147-151 <i>Fact Fiction Folklore</i> 137 <i>More About</i> 138 <i>People in History</i> 166 <i>Picturing History</i> 150 <i>Two Viewpoints</i> 163 Teacher Wraparound Edition: RS 137, 148, 165</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the political significance of the Declaration of Independence. 	<p>Student Edition: 150-151 <i>Reading Check</i> 151 <i>The Declaration of Independence</i> 154-157</p> <p>Teacher Wraparound Edition: C 157; CC 155; CLA 156; EC 154; ICA 150; T 155</p>
<ul style="list-style-type: none"> Describe major military battles and the role of major American and British military leaders in the American Revolution. Examples: Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, Charles Cornwallis 	<p>Student Edition: 142-145, 146-151, 166-168, 172, 178-182, 183-187 <i>Causes and Effects of the Revolutionary War</i> 142 <i>Geography & History</i> 152-153 <i>History Through Art</i> 144 <i>National Geographic</i> 143, 165 <i>People in History</i> 166 <i>Reading Check</i> 144, 145, 168 <i>SkillBuilder</i> 169 <i>What If...</i> 178</p> <p>Teacher Wraparound Edition: AL 143; C 153; CLA 184</p>
<p>8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.</p>	
<ul style="list-style-type: none"> Explain sequentially how and why the land was acquired and settled. Examples: Louisiana Purchase, Florida, Oregon, Texas Examples: Texas Revolution, Mexican War, Cherokee relocation, Seminole War 	<p>Student Edition: 283-285, 344-345, 358-360, 363-368, 371-372, 378 <i>Civics in Action</i> 221 <i>Geography & History</i> 286-287 <i>More About...</i> 359 <i>National Geographic</i> 284, 291, 367, 372 <i>People in History</i> 363 <i>Reading Check</i> 285, 360, 378 <i>What If...</i> 364</p> <p>Teacher Wraparound Edition: C 285, 287; EC 286; F 286; RS 283, 366; T 286</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the reform movement of the mid-nineteenth century in the U.S. Examples: women, slavery 	<p>Student Edition: 412-415, 418-424, 425-428 <i>More About...</i> 422 <i>National Geographic</i> 423 <i>Reading Check</i> 428 <i>Two Viewpoints</i> 420 <i>What If...</i> 414 <i>Why It Matters</i> 426-427</p> <p>Teacher Wraparound Edition: C 428; DI 414; ICA 421; IPM 419; RS 413, 422; W 413</p>
<p>8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.</p>	
<ul style="list-style-type: none"> Outline the major sources of conflict. Example: political, geographical, and economic differences 	<p>Student Edition: 441-444, 445-448, 451 <i>National Geographic</i> 443, 452 <i>People in History</i> 442 <i>Reading Check</i> 442, 444, 448 <i>Two Viewpoints</i> 450</p> <p>Teacher Wraparound Edition: C 444, 448; CGO 442; CLA 442; DI 443, 447</p>
<ul style="list-style-type: none"> Identify key individuals and explain their roles in the Civil War. Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant 	<p>Student Edition: 322-323, 415, 437-439, 442, 444, 447-448, 451-452 <i>People in History</i> 442 <i>Reading Check</i> 438, 463 <i>Time Notebook</i> 455 <i>Two Viewpoints</i> 450</p> <p>Teacher Wraparound Edition: CLA 322</p>
<ul style="list-style-type: none"> Describe major military battles and campaigns. Examples: Bull Run, Gettysburg, Antietam, Vicksburg, Shiloh 	<p>Student Edition: 466-472, 486-491 <i>Fact Fiction Folklore</i> 486 <i>Geography & History</i> 492-493 <i>National Geographic</i> 470, 487, 488-489 <i>Reading Check</i> 467</p> <p>Teacher Wraparound Edition: C 493; DK 467, 493; EC 492</p>

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<ul style="list-style-type: none"> Associate significant political documents and speeches with events. Examples: Gettysburg Address, Emancipation Proclamation 	<p>Student Edition: 473-476, 487-488 <i>Documents of American History</i> 617, 618 <i>Why It Matters</i> 474-475</p> <p>Teacher Wraparound Edition: DI 475</p>
<p>8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.</p>	
<ul style="list-style-type: none"> Outline the political effects of Reconstruction in the United States. Examples: Freedmen’s Bureau, Jim Crow laws, Carpetbaggers, military districts 	<p>Student Edition: 502, 504-508, 510-512 <i>National Geographic</i> 507 <i>Reading Check</i> 506, 512</p> <p>Teacher Wraparound Edition: CLA 510; DI 506; ICA 507; RS 505</p>
<ul style="list-style-type: none"> Outline the social changes of Reconstruction in the United States. Example: rise of the Ku Klux Klan 	<p>Student Edition: 504-508, 509-512 <i>People in History</i> 511 <i>Reading Check</i> 506, 512</p> <p>Teacher Wraparound Edition: C 512; CLA 510</p>
<p>Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.</p>	
<p>8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.</p>	
<ul style="list-style-type: none"> Compare the political and social differences between 13 separate colonies and one independent nation. Example: Confederation vs. Federal System 	<p>Student Edition: 76-80, 82-85, 86-93, 100-106, 108-113 <i>Founding the Thirteen Colonies</i> 91 <i>National Geographic</i> 77, 83, 87, 111</p> <p>Teacher Wraparound Edition: DI 110; ICA 89; RS 83, 87</p>
<ul style="list-style-type: none"> Contrast the various philosophies of American colonists before and after the Revolution. Examples: Loyalists vs. Patriots, Federalists vs. Anti-Federalists 	<p>Student Edition: 145, 162-164, 175 <i>Geography & History</i> 152-153 <i>National Geographic</i> 165 <i>Reading Check</i> 165 <i>Two Viewpoints</i> 163</p> <p>Teacher Wraparound Edition: C 168; CTA 166; RS 165; W 166</p>

STANDARDS	PAGE REFERENCES
8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.	
<ul style="list-style-type: none"> Describe the impact of Manifest Destiny. Examples: Mexican-American War, Gadsden Purchase 	<p>Student Edition: 359-360, 371-374, 529 <i>More About...</i> 359 <i>National Geographic</i> 372 <i>Reading Check</i> 374, 360</p> <p>Teacher Wraparound Edition: CC 372; CTA 373</p>
<ul style="list-style-type: none"> Describe ways in which immigration and migration led to conflicts between Anglo-European and Native American cultures. Examples: Trail of Tears, railroads, introduction of reservation system, land grants, missionaries 	<p>Student Edition: 341-345, 531-532 <i>History Through Art</i> 343 <i>National Geographic</i> 342 <i>Reading Check</i> 345</p> <p>Teacher Wraparound Edition: DI 343; ICA 531; RS 342</p>
<ul style="list-style-type: none"> ✓ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans. Examples: Minnesota Uprising, Red Cloud's War, Battle of Little Big Horn, Wounded Knee 	<p>Student Edition: 341-345, 531-532 <i>History Through Art</i> 343 <i>National Geographic</i> 342, 531 <i>Reading Check</i> 345</p> <p>Teacher Wraparound Edition: ICA 531; RS 342; W 531</p>
<ul style="list-style-type: none"> Explain the Abolitionist Movement and its impact on slavery. Examples: underground railroad, role of women, Frederick Douglass, Harriet Tubman 	<p>Student Edition: 415, 418-424 <i>More About...</i> 422 <i>National Geographic</i> 423 <i>Reading Check</i> 424 <i>Two Viewpoints</i> 420</p> <p>Teacher Wraparound Edition: C 424; EC 423; ICA 421; RS 422</p>
<ul style="list-style-type: none"> Describe the impact of significant inventors and their inventions on society. Examples: Samuel Morse, Eli Whitney, railroads 	<p>Student Edition: 308-309, 386-390, 398-400 <i>People in History</i> 315 <i>Picturing History</i> 389</p> <p>Teacher Wraparound Edition: CLA 398; ICA 389; W 309</p>

STANDARDS	PAGE REFERENCES
8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.	
<ul style="list-style-type: none"> Describe the changing roles of women. Examples: Clara Barton, Dorothea Dix 	<p>Student Edition: 414-415, 480-481 <i>People in History</i> 480 <i>Reading Check</i> 481</p> <p>Teacher Wraparound Edition: C 415; CLA 479; DI 414; ICA 481</p>
<ul style="list-style-type: none"> Explain how the war affected soldiers, civilians, the physical environment, and future warfare. Examples: total war, sanitation and disease, military technology, division of families 	<p>Student Edition: 476-477, 478-483 <i>People in History</i> 480 <i>Picturing History</i> 481 <i>Reading Check</i> 477 <i>Technology & History</i> 482</p> <p>Teacher Wraparound Edition: CLA 479; ICA 452; RS 476, 482</p>
8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.	
<ul style="list-style-type: none"> Describe how the abolition of slavery affected the life of African-Americans in United States' society. Examples: political representation, economic opportunities, education, migration 	<p>Student Edition: 510-512, 519-520 <i>Analyzing Political Cartoons</i> 520 <i>People in History</i> 511 <i>Reading Check</i> 512, 520 <i>SkillBuilder</i> 521</p> <p>Teacher Wraparound Edition: C 520; DI 511; T 521</p>
<ul style="list-style-type: none"> ✓ Describe the changing federal policy toward Native Americans. Examples: assimilation of Native Americans, Dawes Act 	<p>Student Edition: 532</p> <p>Teacher Wraparound Edition: CTA 532</p>
Eighth Grade U.S. History Performance Descriptors	
Eighth grade students performing at the advanced level will:	
<ul style="list-style-type: none"> explain the connection between events of the Civil War and Reconstruction; 	<p>Student Edition: 500-503 <i>History Through Art</i> 501 <i>Reading Check</i> 502, 503</p> <p>Teacher Wraparound Edition: RS 501</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> analyze the role of leadership in times of conflict; 	<p>Student Edition: 147-150, 372-373, 450, 473-474 <i>People in History</i> 149 <i>Picturing History</i> 150 <i>Two Viewpoints</i> 450 <i>Why It Matters</i> 474-475</p> <p>Teacher Wraparound Edition: CC 149; DSM 474; RS 148, 450</p>
<ul style="list-style-type: none"> defend the position of each side in the American Revolution and Civil War; 	<p>Student Edition: 145, 162-165 <i>Two Viewpoints</i> 163, 450</p> <p>Teacher Wraparound Edition: DR 163; RS 450</p>
<ul style="list-style-type: none"> compare the positive and negative effects of westward expansion. 	<p>Student Edition: 377 <i>Causes and Effects of Westward Movement</i> 377</p> <p>Teacher Wraparound Edition: CLA 315; USDP 377</p>
Eighth grade students performing at the proficient level will:	
<ul style="list-style-type: none"> explain the events, outcomes, and impact of the American Revolution on the emergence of the United States; 	<p>Student Edition: 183-187, 192-198 <i>What If...</i> 178</p> <p>Teacher Wraparound Edition: C 187; MAA 191; RS 186, 190, 193</p>
<ul style="list-style-type: none"> describe the influence of westward expansion and reform movements on American culture and philosophies; 	<p>Student Edition: 412-415 <i>Reading Check</i> 415 <i>What Life Was Like...</i> 414</p> <p>Teacher Wraparound Edition: C 415; DI 414; RS 413</p>
<ul style="list-style-type: none"> explain the events, outcomes, and impact of the Civil War on American society; 	<p>Student Edition: 478-483 <i>People in History</i> 480 <i>Picturing History</i> 479, 481 <i>Technology & History</i> 482</p> <p>Teacher Wraparound Edition: C 483; CLA 479; RS 482</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction. 	<p>Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Reading Check</i> 506, 520 <i>What If...</i> 516</p> <p>Teacher Wraparound Edition: C 512; CLA 514; DI 506; EC 519; ICA 507; RS 505</p>
Eighth grade students performing at the basic level will:	
<ul style="list-style-type: none"> list the events and outcomes of the American Revolution; 	<p>Student Edition: 162-168, 172-176, 177-182, 183-187 <i>National Geographic</i> 165, 180, 181 <i>Reading Check</i> 168, 185 <i>Two Viewpoints</i> 163 <i>What If...</i> 178</p> <p>Teacher Wraparound Edition: C 168, 187; CTA 166</p>
<ul style="list-style-type: none"> describe the westward expansion and reform movements; 	<p>Student Edition: 359-360, 371, 412-415, 540-543 <i>National Geographic</i> 542 <i>Reading Check</i> 415 <i>What Life Was Like...</i> 414</p> <p>Teacher Wraparound Edition: C 360, 415; DI 414; DK 543; ICA 543; RS 413, 541</p>
<ul style="list-style-type: none"> list the events and outcomes of the Civil War; 	<p>Student Edition: 449-453, 460-464, 466-472, 485-491 <i>Geography & History</i> 492-493 <i>National Geographic</i> 452, 470, 487, 488-489 <i>Reading Check</i> 453 <i>Two Viewpoints</i> 450</p> <p>Teacher Wraparound Edition: DI 468, 487; DK 488, 493; EC 490, 492; ICA 452</p>
<ul style="list-style-type: none"> identify the changes in the United States during Reconstruction. 	<p>Student Edition: 500-503, 504-508, 509-512, 513-520 <i>Analyzing Political Cartoons</i> 520 <i>National Geographic</i> 507 <i>People in History</i> 511 <i>Reading Check</i> 502 <i>What If...</i> 516</p> <p>Teacher Wraparound Edition: C 503; CLA 510; ICA 507, 516</p>

STANDARDS	PAGE REFERENCES
Eighth Grade World History Grade Standards, Supporting Skills, and Examples	
<p>The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.</p>	
Eighth Grade Geography Grade Standards, Supporting Skills, and Examples	
<p>The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.</p>	
Eighth Grade Civics (Government) Grade Standards, Supporting Skills, and Examples	
<p>Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.</p>	
<p>8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.</p>	
<p>Examples: three branches, separation of powers, checks and balances</p> <p>Examples: Great Compromise, Three-Fifths Compromise</p>	<p>Student Edition: 204-205, 208-211 <i>Civics in Action</i> 217-222, 223-227 <i>Reading Check</i> 227</p> <p>Teacher Wraparound Edition: C 205, 227</p>
<p>8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p>	
<p>Examples: Northwest Ordinance, Land Ordinance of 1785</p> <p>✓ Identify basic structures of tribal government prior to the Civil War.</p> <p>Examples: Iroquois Confederacy, Cherokee, Tiospaye government, Seven Council Fires (Lakota, Nakota, Dakota,)</p>	<p>Student Edition: 195-196, 376 <i>Reading Check</i> 196</p> <p>Teacher Wraparound Edition: YDS 196</p>
<p>8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.</p>	
<p>Examples: Shay's Rebellion, lack of taxation</p>	<p>Student Edition: 200 <i>Picturing History</i> 200</p> <p>Teacher Wraparound Edition: CLA 200; IR 200</p>

STANDARDS	PAGE REFERENCES
<p>8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.</p>	
<p>Examples: Emancipation Proclamation, Confederate States of America</p>	<p>Student Edition: 451-452, 473-476 <i>Documents of American History</i> 617 <i>Geography & History</i> 493 <i>National Geographic</i> 452 <i>Reading Check</i> 476 <i>Two Viewpoints</i> 450 <i>Why It Matters</i> 474-475 Teacher Wraparound Edition: DI 475</p>
<p>Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.</p>	
<p>8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</p>	
<p>Examples: Bill of Rights, freedom of speech, freedom of religion, right to bear arms, Civil War amendments</p>	<p>Student Edition: 205, 208, 212 <i>Civics in Action</i> 217-222, 228-230 <i>Reading Check</i> 205, 208, 228 <i>The Constitution of the United States</i> 244-245 Teacher Wraparound Edition: C 230; CLA 218; CTA 221, 245; EC 244</p>
<p align="center">Eighth Grade Civics (Government) Performance Descriptors</p>	
<p>Eighth grade students performing at the advanced level will:</p>	
<ul style="list-style-type: none"> compare the Articles of Confederation with the Constitution; 	<p>Student Edition: 192-198, 201 <i>Documents of American History</i> 613 <i>More About...</i> 196 <i>The Constitution of the United States</i> 232-253 Teacher Wraparound Edition: C 198; CTA 196; DK 193; EC 197</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> describe the influence of the Constitution on contemporary legislation; 	<p>Student Edition: <i>Supreme Court Case Summaries</i> 624-627</p>
<ul style="list-style-type: none"> describe how westward expansion contributed to the Civil War. 	<p>Student Edition: 436-439, 441-444 <i>National Geographic</i> 443</p> <p>Teacher Wraparound Edition: C 444; CLA 442; DI 438</p>
Eighth grade students performing at the proficient level will:	
<ul style="list-style-type: none"> describe the successes and problems of the government under the Articles of Confederation; 	<p>Student Edition: 192-198 <i>Documents of American History</i> 613 <i>More About...</i> 196</p> <p>Teacher Wraparound Edition: CTA 196; EC 197</p>
<ul style="list-style-type: none"> describe the processes, differing points of view, and outcomes of the Constitutional Convention; 	<p>Student Edition: 202-205 <i>People in History</i> 203 <i>Picturing History</i> 204 <i>Reading Check</i> 203, 205</p> <p>Teacher Wraparound Edition: C 205; DK 202, 203; EC 204</p>
<ul style="list-style-type: none"> describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War; 	<p>Student Edition: 341-344, 463-464, 477 <i>National Geographic</i> 342 <i>People in History</i> 480 <i>Reading Check</i> 477</p> <p>Teacher Wraparound Edition: CLA 479; ICA 344; RS 342</p>
<ul style="list-style-type: none"> describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution. 	<p>Student Edition: <i>The Constitution of the United States</i> 244-245</p> <p>Teacher Wraparound Edition: CTA 245; EC 244</p>

STANDARDS	PAGE REFERENCES
Eighth grade students performing at the basic level will:	
<ul style="list-style-type: none"> identify powers of the government under the Articles of Confederation; 	<p>Student Edition: 192-195 <i>Documents of American History</i> 613 <i>More About...</i> 196</p> <p>Teacher Wraparound Edition: EC 197</p>
<ul style="list-style-type: none"> identify the fundamental liberties and rights stated in the Bill of Rights; 	<p>Student Edition: 205, 208, 212 <i>Civics in Action</i> 220 <i>Reading Check</i> 212 <i>The Bill of Rights</i> 221 <i>The Constitution of the United States</i> 244-245</p> <p>Teacher Wraparound Edition: CTA 221, 245; EC 244</p>
<ul style="list-style-type: none"> describe the events of the Constitutional Convention. 	<p>Student Edition: 202-205 <i>Reading Check</i> 203, 205</p> <p>Teacher Wraparound Edition: C 205; DK 203</p>
Eighth Grade Economics Grade Standards, Supporting Skills, and Examples	
Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.	
8.E.1.1. Students are able to identify economic support for America during conflicts.	
<p>Examples: France, Spain, Native American</p> <p>Examples: money, goods and supplies, services</p> <p>Examples: Revolutionary War, War of 1812, Civil War</p>	<p>Student Edition: 174-175 <i>Causes and Effects of French-American Alliance in 1778</i> 174</p> <p>Teacher Wraparound Edition: DI 174</p>
8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.	
<p>Examples: gold rush, fur trade, agriculture</p> <p>Examples: supply and demand, buying on credit, wants vs. needs</p>	<p>Student Edition: 375-377, 529-530 <i>Causes and Effects of Westward Movement</i> 377 <i>Reading Check</i> 377</p> <p>Teacher Wraparound Edition: USDP 377</p>

STANDARDS	PAGE REFERENCES
<p>8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.</p>	
<p>Examples: cotton gin, McCormick reaper, steamboat, steam locomotive Example: big business</p>	<p>Student Edition: 308-309, 314-318, 386-388, 398-400 <i>National Geographic</i> 388, 398 <i>Reading Check</i> 317, 389, 400 <i>Technology & History</i> 399 <i>What Life Was Like...</i> 308-309 <i>Why It Matters</i> 316-317 Teacher Wraparound Edition: C 400; CLA 398; DI 308; ICA 389</p>
<p>8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.</p>	
<p>Examples: share cropping, contract system</p>	<p>Student Edition: 512, 518 <i>Reading Check</i> 512 Teacher Wraparound Edition: DK 518; EC 518, 519</p>
<p align="center">Eighth Grade Economics Performance Descriptors</p>	
<p>Eighth grade students performing at the advanced level will:</p>	
<ul style="list-style-type: none"> explain why foreign countries provided economic support to America during conflicts; 	<p>Student Edition: 174-175 <i>Causes and Effects of French-American Alliance in 1778</i> 174 Teacher Wraparound Edition: DI 174</p>
<ul style="list-style-type: none"> describe how emerging technologies impacted the American economy. 	<p>Student Edition: 388-390 <i>National Geographic</i> 388 <i>Picturing History</i> 389 <i>Reading Check</i> 390 Teacher Wraparound Edition: C 390; ICA 389; W 388</p>

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Eighth grade students performing at the proficient level will:	
<ul style="list-style-type: none"> identify economic support for America during conflicts; 	<p>Student Edition: 174-175 <i>Causes and Effects of French-American Alliance in 1778</i> 174</p> <p>Teacher Wraparound Edition: DI 174</p>
<ul style="list-style-type: none"> describe how westward expansion was motivated by economic gain; 	<p>Student Edition: 375-377 <i>Causes and Effects of Westward Movement</i> 377</p> <p>Teacher Wraparound Edition: USDP 376</p>
<ul style="list-style-type: none"> describe the impact of technology and industrialization to the mid-1800s; 	<p>Student Edition: 388-390 <i>National Geographic</i> 388 <i>Picturing History</i> 389 <i>Reading Check</i> 390</p> <p>Teacher Wraparound Edition: C 390; ICA 389</p>
<ul style="list-style-type: none"> outline the economic effects of Reconstruction in the United States. 	<p>Student Edition: 510, 512, 518 <i>Reading Check</i> 518</p> <p>Teacher Wraparound Edition: DK 518; EC 518, 519</p>
Eighth grade students performing at the basic level will:	
<ul style="list-style-type: none"> identify one source of economic support for an American conflict; 	<p>Student Edition: 174-175 <i>Causes and Effects of French-American Alliance in 1778</i> 174</p> <p>Teacher Wraparound Edition: DI 174</p>
<ul style="list-style-type: none"> list one reason economic gain motivated westward expansion; 	<p>Student Edition: 375-377 <i>Linking Past & Present</i> 376 <i>Reading Check</i> 377</p> <p>Teacher Wraparound Edition: RS 376</p>

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<ul style="list-style-type: none"> list one economic effect of the Reconstruction. 	<p>Student Edition: 512, 518 <i>In Motion</i> 519 <i>Reading Check</i> 512, 518</p> <p>Teacher Wraparound Edition: DK 518; EC 518</p>