

**History and Social Science**  
**Grade 8**

**History and Geography**

*Students will be able to:*

- Identify multiple ways to express time relationships and dates (*for example, 1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s*). Identify countries that use a different calendar from the one used in the United States and explain the basis for the difference. (H)
- Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
- Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
- Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
- Distinguish between long-term and short-term relationships. (H, G, C, E)
- Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
- Interpret the past within its own historical context rather than in terms of present day norms and values. (H, E, C)
- Distinguish intended from unintended consequences. (H, E, C)
- Distinguish historical fact from opinion. (H, E, C)
- Using historical maps locate the boundaries of the major empires of world history at the height of their powers. (H, G)
- Identify the Anglo-American political heritage: Greco-Roman history, Magna Carta, evolution of Parliament, Mayflower Compact, the English Revolution, colonial governments, and the ideas of the Enlightenment. (H,G,)
- Identify and connect the leading founders, founding documents, and debates: Adams, Hamilton, Jefferson, Madison; state constitutions, Articles of Confederation, Northwest Ordinance, constitution, Federalists, Anti-Federalists, the Bill of Rights. (H,G)
- Explain the Constitution, including the federal system and its origins, union, separation of powers, and three-fifths compromise. (H,G,)
- Trace the early Republic with George Washington as the founding statesman and the birth of party politics. (H,G)
- Trace the conflict of expansion with regards to the Louisiana Purchase and the War of 1812. (H)
- Explain the emergence of distinctly American religion, art, and literature. (H)
- Trace the migration patterns, new immigrants, and nativist hostility. (H)
- Explain westward migration, Indian removals, and the war against Mexico. (H)
- Describe slave life: families, religion, and resistance in the American South. (H)
- Trace the failed attempts at a compromise over slavery. (H)
- Explain Abraham Lincoln with regard to his beliefs, election, secession, and war. (H)

(H) History, (G) Geography, (C) Civics, (G) Government, (E) Economics

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- Describe the Civil War with respect to battlefields, farms, factories, homes, and hospitals. (H)
- Distinguish Massachusetts soldiers, Ft. Wagner, and the wilderness with respect to the Civil War. (H)
- Explain the deciding factors, turning points, human toll, and leaders of the Civil War. (H)
- Describe the Emancipation Proclamation, the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments. (H,G)
- Explain the significance of Lincoln’s Gettysburg Address, Second Inaugural Address, and his assassination. (H,G)
- Trace the aims, obstacles, and phases of Reconstruction. (H,G)

### **Civics and Government**

*Students will be able to:*

- Define and use correctly the following words and terms: *Magna Carta*, *parliament*, *habeas corpus*, *monarchy*, and *absolutism*. (C)
- Trace the evolution of the Supreme Court, including John Marxhall and Marbury v. Madison. (G)
- Explain Jacksonian Democracy and pre-Civil War reformers, including politics, abolitionism, women’s rights, and schooling. (G)

### **General Economics Skills**

*Students will be able to:*

- Define and use correctly mercantilism, feudalism, economic growth, and entrepreneur. (E)
- Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that “opportunity costs” are those benefits that are given up once one alternative is chosen. (E).
- Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
- Define and use correctly gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation. (E)
- Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
- Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
- Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
- Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
- Identify the causes of inflation, and explain who benefits from inflation and who suffers from inflation. (E)

- Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
- Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
- Differentiate between fiscal and monetary policy. (E)

### **U.S. Economics Skills**

*Students will be able to:*

- Explain the basic economic functions of the government in the economy of the United States. (E)
- Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
- Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
- Analyze how federal tax and spending policies affect the national budget and the national debt. (E).
- Explain the northern economic system, especially capital, industry, labor, and trade. (E)
- Trace the southern economic system, especially land, agriculture, slavery, and trade. (E)
- Trace industrialization in New England, especially invention and enterprise. (E)