

8th Grade: U.S. History

Process Standards – Tools to Know

8.29(A) use primary and secondary sources to acquire information
 Other Tested SEs: 8.29(H), 8.30(A)
 Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

Exploration and Colonization 8.2 History. The student understands the causes of exploration and colonization eras. Connected Knowledge and Skills 8.1, 8.3, 8.7, 8.12, 8.20, 8.23, 8.25	Field Guide	CHECKPOINT		
		1	2	3
	Click Links Below			

Readiness Standards		Field Guide	CHECKPOINT		
			1	2	3
8.2(A)	identify reasons for European exploration and colonization of North America	8.2A			
8.3(A)	explain the reasons for the growth of representative government and institutions during the colonial period	8.3A			
8.7(C)	analyze the impact of slavery on different sections of the United States	n/a			
8.12(B)	explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	8.12B			
8.23(A)	identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration	8.23A			

Supporting Standards		Field Guide	CHECKPOINT		
			1	2	3
8.1(C)	explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War	8.1C			
8.2(B)	compare political, economic, religious, and social reasons for the establishment of the 13 English colonies	8.2B			
8.3(B)	analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government	8.3B			
8.3(C)	describe how religion and virtue contributed to the growth of representative government in the American colonies	8.3C			
8.7(B)	compare the effects of political, economic, and social factors on slaves and free blacks	8.7B			
8.20(A)	explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America	8.20A			
8.25(A)	trace the development of religious freedom in the United States	8.25A			
8.25(B)	describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	8.25B			

8.29(B) analyze information in a variety of ways
 8.29(C) organize and interpret information from a variety of sources
 Other Tested SEs: 8.29(D), 8.29(E), 8.29(J)
 Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)

Process Standards – Ways to Show