

INTRODUCTION

Sixth Grade

In the sixth grade, the focus for social studies turns to the world. Just as there is no possible way to learn about all facets of the United States, there is no way to learn about all the world has to offer. Rather, students will continue on their lifelong social studies journey with a study of people and places of the world from a variety of historic eras. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

The sixth grade core is constructed within a chronological framework. This does not preclude teaching social studies thematically. Just as there are many ways of understanding social studies, there are many ways of teaching it. Chronology does help reinforce the essential understandings of time, continuity, and change, and is intended to help build a conceptual scaffold for future study.

The periods of World History studied in the Sixth Grade Curriculum are: Ancient Civilizations, Middle Ages and the Renaissance, the Age of Revolution, and the Modern World. Knowledge of the past impacts the understanding of current global issues and emphasizes the student's rights and responsibilities in the interconnected world. Comparisons between civilizations from a variety of regions can help support awareness not only of history but of all the social studies disciplines, including geography, anthropology, and economics. They will also learn about **current issues** facing the world as well as potential opportunities for solutions.

Social studies should be intriguing for all students, and provide opportunities to make important life-long connections between the past, present, and future. Students who appreciate the sacrifices that have been made in the past and understand the challenges that lie ahead can make better decisions in the present.

SIXTH GRADE World Studies

Sixth Grade Standard I: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Benchmark: Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.

Objective 1: Explain why physical geography affected the development of early civilizations.

Indicators:

- a. Identify the major physical features of the regions where ancient civilizations flourished.
- b. Describe how these features influenced the rise and fall of the civilizations.
- c. Compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development.

Objective 2: Evaluate how religion has played a central role in human history from ancient times to today.

Indicators:

- a. Explore the importance of religion in the cultural expression of ancient civilizations (*e.g.* customs, artistic expression, creation stories, and architecture of sacred spaces).
- b. Identify key tenets of the major world religions (*i.e.* Buddhism, Christianity, Hinduism, Islam, and Judaism).

Objective 3: Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.

Indicators:

- a. Identify forms of government within these civilizations.
- b. Compare those forms to existing systems of governance in today's world.

Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

Indicators:

- a. Identify innovations in manmade structures over time (*e.g.* irrigation, roads, building materials) and their influence on meeting needs.
- b. Examine the evolution and importance of writing.
- c. Identify cultural expressions that reflect these systems (*e.g.* architecture, artistic expression, medicine, philosophy, drama, literature).
- d. Compare social classes, vocations, and gender roles within ancient civilizations.

Social studies language students should know and use:

ancient, decline, customs, mosque, synagogue, temple, sacred, architecture, empire, innovations, technologies, irrigation, philosophy, drama, literature, social class, vocation, gender role

Sixth Grade Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.

Benchmark: The Middle Ages and the Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technological innovation and global interconnectedness set in motion changes that still resonate today.

Objective 1: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

Indicators:

- a. Explain the influence of religion on cultural expression (e.g. the arts, architecture, government, education, family structure).
- b. Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (e.g. Crusades, periods of peaceful coexistence, and periods of conflict).

Objective 2: Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.

Indicators:

- a. Examine relationships between significant events and ideas and their influence on systems of government (e.g. the rise of the merchant class, the impact of the Black Death, feudalism, manors, city-states).
- b. Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (e.g. serfs, nobility, and merchant class).

Objective 3: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

Indicators:

- a. Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope).
- b. Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g. Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis).

Social studies language students should know and use:

international trade, cultural exchange, renaissance, middle ages, merchant, feudalism, manor, city-state, moveable type, literacy

Sixth Grade Standard III: Students will understand how revolutions have had an impact on the modern world.

Benchmark: When people think of revolution, most of us think of armed conflict. World history has multiple examples of revolutionary times and revolutionary ideas and movements, but the era from 1750 to 1914 provides several strong examples of change in different arenas. The technological and economic impact of the industrial revolution meshed with the rise of new political ideologies and the rise of European dominance. The global forces of revolution created changes that still resonate to this day.

Objective 1: Understand processes of revolution

Indicators:

- a. Examine social, religious, and economic issues that may lead to revolution.
- b. Identify and compare how revolutions develop in multiple areas of human life (*e.g.* scientific, agricultural, industrial, political, medical).

Objective 2: Analyze the impact of selected revolutions.

Indicators:

- a. Identify representative people from selected revolutions (*e.g.* Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, and Anton Van Leeuwenhoek).
- b. Examine the outcomes of selected revolutions (*e.g.* the Scientific and Industrial revolutions, the Reformation, the French Revolution).

Sixth Grade Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.

Benchmark: The modern world has witnessed incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. The 20th century saw two world wars, the rise of competing economic systems, and unprecedented technological change. Against the backdrop of the modern world there are many opinions regarding the civic responsibilities humans have to one another.

Objective 1: Analyze how major world events of the 20th century affect the world today.

Indicators:

- a. Identify key events, ideas, and leaders of the 20th century (*e.g.* World War I, World War II, The Cold War, the Korean and Vietnamese conflicts, dynamic Asian economies).
- b. Describe the impact of these events on the world today.

Objective 2: Explore current global issues facing the modern world and identify potential solutions.

Indicators:

- a. Investigate pressing issues facing the world today (*e.g.* environmental, pollution, political turmoil, hunger, poverty, genocide, famine, natural disasters, child labor).
- b. Identify potential solutions to pressing issues.
- c. Identify individuals and groups making positive changes in the world today and support these choices with evidence.

Objective 3: Determine human rights and responsibilities in the world.

Indicators:

- a. Identify rights considered essential for all humans (*e.g.* health care, education, safety, freedom from fear, freedom of expression).
- b. Propose steps individual students can take to protect these rights (*e.g.* support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).

Social studies language students should know and use:

Environment, pollution, political turmoil, poverty, terror, famine, child labor, conservation

Sixth Grade Standard V: Principle of Catholic Social Teaching: Dignity of Work and Rights of Workers.

Benchmark: Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

Objective 1: If the dignity of work is to be protected, then the rights of workers – to decent wages, to organize and join unions, and to private property-must be respected.

Indicators:

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about our world as it applies to this principle.
- c. What are our responsibilities regarding this principle?

INTRODUCTION

Seventh Grade

The seventh grade core is constructed within a continental framework. This does not preclude teaching social studies thematically. Just as there are many ways of understanding social studies, there are many ways of teaching it.

The Five Themes of Geography are referenced in the first standard. Comparisons between civilizations from a variety of regions can help support awareness not only of history but of all the social studies disciplines, including geography, economics and map skills. Students will learn about selected regions of the world, (the Americas, Africa, and Asia and, the Middle East), the societies that have formed there, learning about their systems of governance, the rights and responsibilities they hold, how their societies have changed and continued over time, and how these regions are interconnected. Students will compare institutions common to all societies such as government, education, and religious institutions. They will also learn about **current issues** facing the world as well as potential opportunities for solutions.

Social studies should be intriguing for all students, and provide opportunities to make important life-long connections between the past, present, and future. Students who appreciate the sacrifices that have been made in the past and understand the challenges that lie ahead can make better decisions in the present.

SEVENTH GRADE World Geography

Seventh Grade Standard I: Students will investigate areas of the world through the approach of the five themes of geography. These themes are location, place, human/environment interaction, movement and region.

Benchmark: Students will study geography with a focus on map skills with physical and human geography essentials.

Objective 1: Investigation of an area of the world using location to describe its position on earth.

Indicators:

- a. Identify absolute location using direction, longitude and latitude.
- b. Identify characteristics of maps and globes.
- c. Identify relative location through mental mapping and relationship with surrounding areas.

Objective 2: Investigation of an area using place to describe the uniqueness of an area.

Indicators:

- a. Identify culture and language.
- b. Identify climate and physical features.
- c. Explore the history and economics of the area.

Objective 3: Investigation of an area using region to describe how areas share common characteristics.

Indicators:

- a. Identify culture and language.
- b. Identify climate and physical features.
- c. Explore the history and economics of the area.

Objective 4: Investigation of an area using human/ environment interaction to describe how people change an area, and how it affects the people.

Indicators:

- a. Map the distribution of population and resources.
- b. Identify the use of resources and the importance of water on settlement patterns.
- c. Explore regional issues. (e.g. pollution, deforestation)
- d. Identify adaptation, urbanization and the role of technology.

Objective 5: Investigation of an area using movement to show how ideas, goods and people travel from area to area.

Indicators:

- a. Determine why things leave and come to an area.
- b. Identify trade, transportation and technology in each region.
- c. Map distribution of resources.

Objective 6: Explain how physical geography affects economic and cultural expansion.

Indicators:

- a. Identify natural resources and physical features that affected expansion.
- b. Describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe (e.g., the Silk Road)

Seventh Grade Standard II: Students will understand how civilizations developed in Africa.

Benchmark: Students will interpret the role of geography in shaping Africa

Objective 1: Determine how geography affected the development of Africa.

Indicators:

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of Africa.

Objective 2: Utilize geographic skills as they relate to the study of Africa.

Indicators:

- a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
- b. Locate the major political features, including countries, regions, and states.
- c. Apply map and globe skills to the study of Africa; e.g., direction, legend, scale, grid coordinates.

Objective 3: Explore life among the various African nations.

Indicators:

- a. Identify the major regional African nations.
- b. Examine the cultures of African nations; e.g., languages, beliefs, traditions, and lifestyles.

Seventh Grade Standard III: Students will understand how civilizations developed in the Americas.

Benchmark: Students will interpret the role of geography in shaping the Americas.
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Objective 1: Determine how geography affected the development of the Americas.

Indicators:

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of the Americas.

Objective 2: Utilize geographic skills as they relate to the study of the Americas.

Indicators:

- a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
- b. Locate the major political features, including countries, regions, and states.
- c. Apply map and globe skills to the study of the Americas; e.g., direction, legend, scale, grid coordinates.

Objective 3: Explore life among the various American Indian nations prior to European exploration of the New World.

Indicators:

- a. Identify the major regional American Indian nations of the Americas.
- b. Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.

Seventh Grade Standard IV: Students will understand how civilizations developed in Asia.

Benchmark: Students will interpret the role of geography in shaping Asia.
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Objective 1: Determine how geography affected the development of Asia.

Indicators:

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of Asia.

Objective 2: Utilize geographic skills as they relate to the study of Asia.

Indicators:

- a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
- b. Locate the major political features, including countries, regions, and states.
- c. Apply map and globe skills to the study of Asia; e.g., direction, legend, scale, grid coordinates.

Objective 3: Explore life among the various Asian nations.

Indicators:

- a. Identify the major regional Asian nations.
- b. Examine the cultures of Asian nations; e.g., languages, beliefs, traditions, and lifestyles.

Seventh Grade Standard V: Students will understand how civilizations developed in The Middle East.

Benchmark: Students will interpret the role of geography in shaping The Middle East.

Objective 1: Determine how geography affected the development of The Middle East.

Indicators:

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of the Middle East.

Objective 2: Utilize geographic skills as they relate to the study of The Middle East.

Indicators:

- a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
- b. Locate the major political features, including countries, regions, and states.
- c. Apply map and globe skills to the study of The Middle East: e.g., direction, legend, scale, grid coordinates.

Objective 3: Explore life among the various Middle Eastern nations.

Indicators:

- a. Identify the major regional Middle Eastern Nations.
- b. Examine the cultures of Middle Eastern nations: e.g., languages, beliefs, traditions, and lifestyles.

Seventh Grade Standard VI: Principle of Catholic Social Teaching: Care for God's Creation

Benchmark: Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

Objective 1: We are called to protect people and the planet, living our faith in relationship with all of God's creation.

Indicators:

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about our planet as it applies to this principle.
- c. What are our responsibilities regarding this principle?

INTRODUCTION

Eighth Grade

United States History for eighth grade covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement, including references to Utah history. Connections should always be made to what was happening in other parts of the world during this time span. Current Events should be a vital component of the Eighth Grade Social Studies Curriculum.

Geography and relationships between events should be integrated throughout the course rather than taught independently.

The remaining standards can be taught either chronologically or thematically. Although the emphasis of this course is on the 18th and 19th centuries, additional content may be covered as time permits.

Social studies should be intriguing for all students, and provide opportunities to make important life-long connections between the past, present, and future. Students who appreciate the sacrifices that have been made in the past and understand the challenges that lie ahead can make better decisions in the present.

EIGHTH GRADE United States History I

Course Description

United States History for Grade Eight covers events and issues from the Age of Exploration through Reconstruction and the western movement, emphasizing the 18th and 19th centuries. Topics covered will include, but are not limited to exploration, colonization, the Revolutionary War, constitutional issues, nation building, the Civil War, Reconstruction, and the western movement.

Standards 1 and 2 should be integrated throughout the course rather than taught independently. The remaining standards can be taught either chronologically or thematically. Although the emphasis of this course is on the 18th and 19th centuries, additional content may be covered as time permits.

Eighth Grade Standard I: Students will interpret the role of geography in shaping United States history.

Objective 1: Determine how geography affected the development of the United States.

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of the United States.

Objective 2: Utilize geographic skills as they relate to the study of the United States.

- a. Locate the major *physical* features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
- b. Locate the major *political* features, including countries, regions, and states.
- c. Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.

Eighth Grade Standard II: Students will investigate the relationship between events of different time periods.

Objective 1: Develop an awareness of current events.

- a. Use print and broadcast media to acquire an awareness of current events.
- b. Recognize the difference between fact and opinion, and discern bias in the media.

Objective 2: Analyze how contemporary concerns and events affect and are affected by history.

- a. Apply knowledge of historical events to recent major events.
- b. Utilize contemporary news to discuss past events.

Eighth Grade Standard III: Students will understand the changes caused by European exploration in the Americas.

Objective 1: Explore life among the various American Indian nations prior to European exploration of the New World.

- a. Identify the major regional American Indian nations of North America.
- b. Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.

Objective 2: Analyze the reasons for European exploration.

- a. Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.
- b. Examine the political reasons behind exploration; e.g., empire building, European rivalries.
- c. Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.
- d. Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.

Objective 3: Assess the impact of European exploration on African slaves and American Indian nations.

- a. Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.
- b. Trace the beginnings of the slave trade in the Americas.
- c. Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.
- d. Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.

Eighth Grade Standard IV: Students will analyze European colonization and settlement of North America.

Objective 1: Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.

- a. Identify motives for exploration; e.g., religion, expansion, trade, wealth.
- b. Locate the geographical regions of European settlement.
- c. Investigate the contributions and influences of the major European powers.

Objective 2: Assess the reasons for settlement of the English colonies.

- a. Compare the reasons for settlement in the New England, Middle, and Southern colonies.
- b. Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.
- c. Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.

- d. Determine the reasons for conflict between the European powers in North America.
- e. Examine the causes and outcomes of the French and Indian War.

Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.

- a. Contrast the economies of the three major colonial regions: New England, Middle, and Southern.
- b. Assess the impact of geography on the economies of the three major regions.
- c. Explain the development of self-government in the colonies.
- d. Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.

Eighth Grade Standard V: Students will understand the significance of the American Revolution in the development of the United States.

Objective 1: Analyze what ideas and events led to the Revolutionary movement.

- a. Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.
- b. Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.
- c. Explain the major ideas expressed in the Declaration of Independence.

Objective 2: Assess the factors affecting the course of the war and contributing to American victory.

- a. Examine how the Revolutionary War affected the colonists.
- b. Explain the events that brought European aid to the American cause.
- c. Examine the advantages and disadvantages of the Continental Army against British resources.

Objective 3: Evaluate the contributions of key people and groups to the Revolution.

- a. Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.
- b. Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1st and 2nd Continental Congress.
- c. Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.

Objective 4: Examine the effects of the Revolution on the United States.

- a. Analyze the terms of the Treaty of Paris of 1783.
- b. Determine the weaknesses of the Articles of Confederation.
- c. Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.
- d. Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.

Eighth Grade Standard VI: Students will understand the structure and function of the United States government established by the Constitution.

Objective 1: Assess the foundations and principles that led to the development of the Constitution.

- a. Analyze the factors involved in convening the Constitutional Convention.
- b. Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.

Objective 2: Analyze the compromises that led to the ratification of the Constitution.

- a. Compare the Federalist and Anti-Federalist ratification debates.
- b. Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.

Objective 3: Examine the basic structure of the Constitution.

- a. Identify the major elements of the United States Constitution.
- b. Explain the purpose of the Constitution as outlined in the preamble.
- c. Explore the role and functions of the three branches of government.
- d. Examine the Constitutional principles of separation of powers and checks and balances.
- e. Determine the role of the Constitution as a living document.

Objective 4: Analyze the rights, liberties, and responsibilities of citizens.

- a. Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.
- b. Examine the Bill of Rights and its specific guarantees.

Eighth Grade Standard VII: Students will explore the territorial growth of the United States before the Civil War.

Objective 1: Describe the ideas and events that motivated the expansion of the United States.

- a. Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.
- b. Examine the background and consequences of the Louisiana Purchase.
- c. Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.
- d. Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.

Objective 2: Examine the conflicts that arose during the American expansion.

- a. Investigate the causes and results of the War of 1812.
- b. Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.
- c. Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.

Objective 3: Analyze how new inventions and transportation methods stimulated western expansion.

- a. Research the impact of inventions on expansion; e.g., farming, industry, communication.
- b. Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.

Objective 4: Assess the impact of the Industrial Revolution on the United States.

- a. Examine the development of the factory system.
- b. Analyze the role of factories on the growth of northern cities.
- c. Determine how the Industrial Revolution affected the North, South, and West differently.
- d. Investigate the changes in working conditions caused by the Industrial Revolution.

Eighth Grade Standard VIII: Students will examine the expansion of the political system and social rights before the Civil War.

Objective 1: Investigate the development of the American political party system.

- a. Examine the differences between the Federalists and the Democratic-Republicans.
- b. Trace the development of new political parties throughout the 18th and 19th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.
- c. Determine the role of third parties as an agent of reform.
- d. Investigate the role of political parties in the electoral process.

Objective 2: Analyze the evolution of democracy and the extension of democratic principles.

- a. Examine how the Supreme Court strengthened the national government.
- b. Analyze how states' rights issues led to growing sectionalism.
- c. Investigate the relationship between national and state governments in expanding democracy.
- d. Appraise how the political process changed to involve more people.

Objective 3: Analyze the impact of social reforms on Americans during the 19th century.

- a. Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.
- b. Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.
- c. Examine the extension of women's political and legal rights.

Eighth Grade Standard IX: Students will understand the significance of the Civil War Era to the United States.

Objective 1: Analyze differences and events that led to the Civil War.

- a. Describe the cultural differences between the North and the South.
- b. Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.

- c. Analyze how states' rights led to conflict between the North and the South.
- d. Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.
- e. Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, *Uncle Tom's Cabin*, the Fugitive Slave Law.
- f. Assess how the election of 1860 led to secession.

Objective 2: Determine the factors that affected the course of the war and contributed to Union victory.

- a. Compare the advantages and disadvantages of the Union and the Confederacy.
- b. Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.
- c. Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.
- d. Investigate how the Civil War affected all people in the United States land area.

Objective 3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.

- a. Explain the purpose of Reconstruction.
- b. Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.
- c. Determine the economic changes in the country caused by Reconstruction.
- d. Explain the political changes brought about by the Reconstruction Era; e.g., 13th, 14th, and 15th Amendments, voting regulations, military districts.

Eighth Grade Standard X: Students will understand the development of the American West following the Civil War.

Objective 1: Analyze the factors that brought people west.

- a. Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.
- b. Investigate the impact of mining and ranching on the land and people.
- c. Assess the impact of the railroad on western development.

Objective 2: Analyze the settlement of the American West.

- a. Examine the changes of the landscape due to settlement patterns.
- b. Investigate the development of cities in the West.
- c. Assess the impact western settlement patterns had on the Native American Indians.

Objective 3: Investigate the conflict among various groups involved in the settlement of the West.

- a. Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.
- b. Examine the consequences of conflict in the settlement of the West.

Eighth Grade Standard XI: Principle of Catholic Social Teaching: Solidarity

Benchmark: Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

Objective 1: We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

Indicators:

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about our world as it applies to this principle.
- c. What are our responsibilities regarding this principle?

Note: Upon completion of the stated curriculum, individual teachers may continue to explore later events in United States History.