

# VGLA COE Organizer

## Grade 8 History & Social Science

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<b>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</b>	
<b>a)</b>	describing the motivations, obstacles, and accomplishments of the
	Spanish,
	French,
	Portuguese, and English explorations;
<b>b)</b>	describing cultural interactions between Europeans and American Indians (First Americans) that led to
	cooperation and conflict.

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<b>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</b>	
<b>a)</b>	describing the
	religious
	events that led to the colonization of America
	conditions that led to the colonization of America
	economic
	conditions that led to the colonization of America;
<b>c)</b>	describing colonial life in America from the perspectives of
	large landowners,
	farmers,
	artisans,
	women,
	indentured servants, and slaves;
<b>d)</b>	identifying the
	political relationships between the colonies and England
	economic relationships between the colonies and England.

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<b>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</b>		
<b>a)</b>		identifying the issues of dissatisfaction that led to the American Revolution;
<b>c)</b>		describing key events and the roles of key individuals in the American Revolution, with emphasis on
		George Washington,
		Benjamin Franklin,
		Thomas Jefferson,
		Patrick Henry, and
		Thomas Paine;
<b>d)</b>		explaining reasons why the colonies were able to defeat Britain.

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<b>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</b>		
<b>d)</b>		describing the major accomplishments of the first five presidents of the United States.

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<b>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</b>	
<b>a)</b>	describing territorial expansion and how it affected the political map of the United States, with emphasis on the
	Louisiana Purchase,
	Lewis and Clark expedition, and
	acquisitions of
	Florida,
	Texas,
	Oregon, and
	California;
<b>d)</b>	identifying the main ideas of the
	abolitionist movement and
	suffrage movement.

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<b>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</b>	
<b>a)</b>	describing the
	cultural issues that divided the nation,
	economic issues that divided the nation , and
	constitutional issues that divided the nation;
<b>b)</b>	explaining how the issues of
	states' rights increased sectional tensions and slavery increased sectional tensions;
<b>d)</b>	describing the roles of in events leading to and during the war:
	Abraham Lincoln,
	Jefferson Davis,
	Ulysses S. Grant,
	Robert E. Lee,
	Thomas "Stonewall" Jackson, and Frederick Douglass;
<b>f)</b>	describing the effects of war from the perspectives of
	Union and Confederate soldiers (including black soldiers), women, and
	slaves.

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<b>USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by</b>	
<b>b)</b>	describing the impact of Reconstruction policies on the South.

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USII.3 The student will demonstrate knowledge of how life changed after the Civil War by	
a)	identifying the reasons for westward expansion;
b)	explaining the reasons for the
	increase in immigration,
	growth of cities,
	new inventions, and
	challenges arising from this expansion;
c)	describing
	racial segregation,
	the rise of "Jim Crow," and
	other constraints faced by African Americans in the post-Reconstruction South;
e)	describing the impact of the Progressive Movement on
	child labor,
	working conditions,
	the rise of organized labor,
	women's suffrage, and
	the temperance movement.

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<b>USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</b>	
<b>a)</b>	explaining the
	reasons for and
	results of the Spanish American War;
<b>b)</b>	explaining the reasons for the
	United States' involvement in World War I and
	its leadership role at the conclusion of the war.

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<b>USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</b>	
<b>b)</b>	describing the social changes that took place, including
	Prohibition, and
	the Great Migration north;
<b>c)</b>	examining art, literature, and music from the 1920s and 1930s, emphasizing
	Langston Hughes,
	Duke Ellington,
	Georgia O'Keeffe including the Harlem Renaissance.

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<b>USH.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by</b>	
<b>a)</b>	identifying the
	causes that led to American involvement in the war and
	events that led to American involvement in the war, including the attack on Pearl Harbor;
<b>b)</b>	describing the major events and turning points of the war in
	Europe and the Pacific;
<b>c)</b>	describing the impact of World War II on the homefront.

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<b>USH.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</b>	
<b>a)</b>	describing the rebuilding of
	Europe and
	Japan after World War II,
	the emergence of the United States as a superpower, and the establishment of the United Nations;
<b>c)</b>	identifying the role of America’s military and veterans in defending freedom during the Cold War, including the
	wars in
	Korea and
	Vietnam,
	Cuban missile crisis, collapse of communism in Europe, and rise of new challenges;
<b>d)</b>	describing the changing patterns of society, including expanded educational and economic opportunities for
	military veterans,
	women, and
	minorities.

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<b>USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by</b>	
<b>b)</b>	describing the
	development of new technologies and
	their impact on American life.

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USI.2 The student will use maps, globes, photographs, pictures, and tables to		
<b>a)</b>		locate the seven continents;
<b>b)</b>		locate and describe the location of the geographic regions of North America:
		Coastal Plain,
		Appalachian Mountains,
		Canadian Shield,
		Interior Lowlands,
		Great Plains,
		Rocky Mountains,
		Basin and Range, and Coastal Range;
<b>c)</b>		locate and identify the water features important to the early history of the United States:
		Great Lakes,
		Mississippi River,
		Missouri River,
		Ohio River,
		Columbia River,
		Colorado River,
		Rio Grande,
		Atlantic Ocean,
		Pacific Ocean, and Gulf of Mexico.

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<b>USI.3 The student will demonstrate knowledge of how early cultures developed in North America by</b>	
<b>a)</b>	locating where the American Indians (First Americans) settled, with emphasis on
	Arctic (Inuit),
	Northwest (Kwakiutl),
	Plains (Sioux),
	Southwest (Pueblo), and
	Eastern Woodland (Iroquois);
<b>b)</b>	describing how the American Indians (First Americans) used their environment to obtain
	food,
	clothing, and
	shelter.

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<b>USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by</b>	
<b>b)</b>	comparing and contrasting life in the
	New England,
	Mid-Atlantic, and
	Southern colonies, with emphasis on how people interacted with their environment.

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<b>USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by</b>		
<b>c)</b>		identifying on a map the states that
		seceded from the Union and
		those that remained in the Union;
<b>e)</b>		using maps to explain critical developments in the war, including major battles.

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<b>USH.2 The student will use maps, globes, photographs, pictures, and tables for</b>	
<b>a)</b>	explaining how
	physical features and
	climate influenced the movement of people westward;
<b>b)</b>	explaining relationships among
	natural resources,
	transportation, and
	industrial development after 1877;
<b>c)</b>	locating the 50 states and the cities most significant to the historical development of the United States.

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<b>USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by</b>	
<b>c)</b>	identifying the location of West African societies
	Ghana,
	Mali,
	Songhai
	describing the characteristics of West African societies
	Ghana,
	Mali,
	Songhai
	describing their interactions with traders.

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<b>USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</b>	
<b>b)</b>	identifying the geographic and economic factors that influenced the westward movement of settlers;
<b>c)</b>	describing the impact of inventions, including the
	cotton gin on life in America,
	reaper on life in America,
	steamboat on life in America, and
	steam locomotive on life in America.

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USII.3 The student will demonstrate knowledge of how life changed after the Civil War by	
d)	explaining the
	rise of big business,
	growth of industry, and
	life on American farms.

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<b>USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</b>	
<b>a)</b>	explaining how developments in
	transportation (including the use of the automobile),
	communication, and
	electrification changed American life;
<b>d)</b>	identifying the
	causes of the Great Depression,
	its impact on Americans, and
	major features of Franklin D. Roosevelt's New Deal.

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<b>USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</b>		
<b>b)</b>		describing the conversion from a wartime to a peacetime economy.

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<b>CE.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by</b>	
<b>a)</b>	applying the concepts of
	scarcity,
	resources,
	choice,
	opportunity cost,
	price,
	incentives,
	supply and demand, production, and consumption;
<b>b)</b>	comparing the differences among
	free market economies,
	command economies, and mixed economies;
<b>c)</b>	describing the characteristics of the United States economy, including
	free markets,
	private property, profit, and
	competition.

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<b>CE.10 The student will demonstrate knowledge of the structure and operation of the United States economy by</b>	
<b>a)</b>	describing the
	types of business organizations and
	role of entrepreneurship;
<b>b)</b>	explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
<b>c)</b>	explaining how financial institutions encourage
	saving and
	investing;
<b>d)</b>	examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

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<b>CE.11 The student will demonstrate knowledge of the role of government in the United States economy by</b>		
<b>a)</b>		examining competition in the marketplace;
<b>b)</b>		explaining the creation of public goods and services;
<b>c)</b>		describing the impact of taxation, including an understanding of the reasons for
		the 16th amendment,
		spending, and
		borrowing;
<b>d)</b>		explaining how the Federal Reserve System regulates the money supply;
<b>e)</b>		describing the protection of
		consumer rights and
		property rights.

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<b>CE.12 The student will demonstrate knowledge of career opportunities by</b>	
<b>a)</b>	identifying
	talents that influence career choice,
	interests that influence career choice, and
	aspirations that influence career choice;
<b>b)</b>	identifying attitudes and behaviors that
	strengthen the individual work ethic and
	promote career success;
<b>c)</b>	identifying
	skills that careers require and
	education that careers require;
<b>d)</b>	examining the impact of technological change on career opportunities.

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<b>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</b>	
<b>b)</b>	identifying how political ideas
	shaped the revolutionary movement in America and
	led to the Declaration of Independence, with emphasis on the ideas of John Locke.

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<b>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</b>		
<b>a)</b>		identifying the weaknesses of the government established by the Articles of Confederation;
<b>b)</b>		identifying the basic principles of the new government established by the
		Constitution of the United States and Bill of Rights;
<b>c)</b>		identifying the conflicts that resulted in the emergence of two political parties.

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<b>USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by</b>	
<b>a)</b>	identifying
	the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and
	their impact on the expansion of freedom in America.

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<b>USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by</b>	
<b>a)</b>	examining the
	Civil Rights Movement and
	changing role of women.

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<b>CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by</b>	
<b>a)</b>	explaining the fundamental principles of
	consent of the governed,
	limited government,
	rule of law,
	democracy, and
	representative government;
<b>b)</b>	explaining the significance of the
	charters of the Virginia Company of London,
	Virginia Declaration of Rights,
	Declaration of Independence,
	Articles of Confederation,
	Virginia Statute for Religious Freedom, and
	Constitution of the United States, including the Bill of Rights;
<b>c)</b>	identifying the purposes for the Constitution of the United States as they are stated in its Preamble.

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<b>CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by</b>	
<b>a)</b>	describing the processes by which an individual becomes a citizen of the United States;
<b>b)</b>	describing the First Amendment freedoms of
	religion,
	speech,
	press,
	assembly, and
	petition, and
	the rights guaranteed by
due process and	
equal protection of the laws;	
<b>c)</b>	describing the duties of citizenship, including
	obeying the laws,
	paying taxes,
	defending the nation, and
serving in court;	
<b>d)</b>	examining the responsibilities of citizenship, including
	registering and voting,
	communicating with government officials,
	participating in political campaigns,
	keeping informed about current issues, and
respecting differing opinions in a diverse society;	
<b>e)</b>	evaluating how civic and social duties address community needs and serve the public good.

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<b>CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</b>		
<b>a)</b>		practicing
		trustworthiness and
		honesty;
<b>b)</b>		practicing
		courtesy and
		respect for the rights of others;
<b>c)</b>		practicing
		responsibility,
		accountability, and
		self- reliance;
<b>d)</b>		practicing respect for the law;
<b>e)</b>		practicing patriotism.

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<b>CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by</b>	
<b>a)</b>	describing the functions of political parties;
<b>b)</b>	comparing the
	similarities of political parties and differences of political parties;
<b>c)</b>	analyzing campaigns for elective office, with emphasis on the role of the media; examining the role of campaign
<b>d)</b>	contributions and
	costs;
<b>e)</b>	describing
	voter registration and participation;
<b>f)</b>	describing the role of the Electoral College in the election of the President and Vice President.

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<b>CE.6 The student will demonstrate knowledge of the American constitutional government by</b>	
<b>a)</b>	explaining the relationship of state governments to the national government in the federal system;
<b>b)</b>	describing the structure and powers of
	local governments,
	state governments, and national governments;
<b>c)</b>	explaining the principle of
	separation of powers and the operation of checks and balances;
<b>d)</b>	identifying the procedures for amending the Constitution of the United States.

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<b>CE.7 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</b>		
<b>a)</b>		explaining the lawmaking process;
<b>b)</b>		describing the
		roles and powers of the executive branch;
<b>c)</b>		examining the impact of the media on
		public opinion and public policy;
<b>d)</b>		describing how
		individuals influence public policy and interest groups influence public policy.

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<b>CE.8 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by</b>	
<b>a)</b>	describing the organization and jurisdiction of
	federal courts and
	state courts;
<b>b)</b>	describing the exercise of judicial review;
<b>c)</b>	explaining court proceedings in
	civil cases and
	criminal cases;
<b>d)</b>	explaining how due process protections seek to ensure justice.