



# MOHAWK

## Local School District

*Preparing today's students for tomorrow's challenges*

Mohawk Local Schools Grade 8 Social Studies

Quarter 1 Curriculum Guide

### Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
- Prepares students for their role as citizens and decision makers in a diverse, democratic society
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

Critical Areas of Focus Being Addressed:

- Exploration
- Colonial Settlement

#### **HISTORY STRAND**

#### **TOPIC: HISTORICAL THINKING AND SKILLS**

Content Statement:

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

#### **BROAD LEARNING TARGET**

The student can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

#### **Underpinning Knowledge Learning Targets: (DOK 1)**

The student can define a primary source.

The student can define a secondary source.

The student can define perspectives.

#### **Underpinning Skills Learning Targets: (DOK 2):**

The student can identify perspectives in primary and secondary sources.

The student can present a position on a historical event.

The student can defend a position on a historical event.

#### **Underpinning Reasoning Learning Targets: (DOK 3):**

The student can compare multiple perspectives in primary and secondary sources.

<p><b>TOPIC: COLONIZATION TO INDEPENDENCE</b></p> <p>Content Statements:</p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain the economic and religious reasons for the exploration and colonization of North America by Europeans.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can define economic.</p> <p>The student can define religious.</p> <p>The student can identify the original inhabitants of North America.</p> <p>The student can explain economic reasons for the European exploration of North America.</p> <p>The student can give examples of goods found in North America that had a market in Europe.</p> <p>The student can explain religious reasons for European exploration of North America.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can identify reasons for European exploration from primary sources.</p>
<p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can define colonization.</p> <p>The student can name the European countries involved in colonizing North America.</p> <p>The student can give examples of conflicts among colonizing powers.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can explain how national rivalries in Europe led to land claims in North America.</p> <p>The student can explain how national rivalries in Europe led to exploitation of resources in North America.</p> <p>The student can analyze the impact of European conflicts on American Indians.</p>
<p>4. The practice of race- based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States. .</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.</p> <p>The student can describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can describe the practice of race-based slavery in the American colonies.</p> <p>The student can explain the perspectives of Europeans that led to race-based slavery.</p> <p>The student can discuss the economic motivations for slavery in the American colonies.</p> <p>The student can define forced migration.</p>

	<p><b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can describe ways in which enslaved and free Africans contributed to manufacturing and trade in the northern colonies.  The student can describe ways in which enslaved and free Africans contributed to the agricultural system in southern colonies.  The student can cite cultural contributions of enslaved and free Africans in the American colonies.  I can describe ways in which enslaved and free Africans contributed to the agricultural system in southern colonies.  I can cite cultural contributions of enslaved and free Africans in the American colonies.</p>
<p><b>GEOGRAPHY STRAND</b>  <b>TOPIC: SPATIAL THINKING SKILLS</b>  Content Statement:  13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.  <b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can identify types of maps and geographic tools.  The student can explain how maps and geographic tools show sectionalism, unification, or movement.  <b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.  The student can use maps and geographic tools to draw conclusions about how location has influenced historical events.</p>



# MOHAWK

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Mohawk Local Schools **Grade 8 Social Studies**

**Quarter 2** Curriculum Guide

**Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy**

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
- Prepares students for their role as citizens and decision makers in a diverse, democratic society
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present
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Critical Areas of Focus Being Addressed:

- American Revolution
- U.S. Constitution

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

**HISTORY STRAND**

**TOPIC: COLONIZATION TO INDEPENDENCE**

Content Statements:

5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

**BROAD LEARNING TARGET**

The student can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the

Declaration of Independence and launching of the American Revolution.

**Underpinning Knowledge Learning Targets: (DOK 1)**

The student can explain key ideas of the Enlightenment.

The student can discuss the terms of the Proclamation of 1763.

The student can discuss the terms of the Sugar Act.

The student can discuss the terms of the Stamp Act.

The student can discuss the terms of the Townshend Acts.

The student can discuss the terms of the Tea Act.

The student can discuss the terms of the Coercive Acts.

	<p>The student can discuss the terms of the Quartering Act.  The student can discuss the terms of the Quebec Act.  <b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can compare ideas of the Enlightenment with the Declaration of Independence using primary sources.  <b>Underpinning Reasoning Learning Targets: (DOK 3):</b>  The student can analyze how the actions of the British government led to dissatisfaction with colonial rule.  The student can analyze how the ideas of the Enlightenment are reflected in the Declaration of Independence.</p>
<p><b>HISTORY STRAND</b>  <b>TOPIC: A NEW NATION</b>  Content Statements:  6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.  <b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can describe the organization of the United States under the Articles of Confederation.  The student can explain how state new governments replaced British colonial rule.  The student can list the questions that state governments had to address in their new governing documents.  The student can explain the precedents established by the Northwest Ordinance.  <b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can compare provisions of the Northwest Ordinance and the U.S. Constitution using primary source excerpts.  <b>Underpinning Reasoning Learning Targets: (DOK 3):</b>  The student can explain how the relationship between people and government changed following the American Revolution.  The student can explain how the transition from mercantilism to thirteen separate colonies impacted the economy following the American Revolution.  The student can evaluate the impact of the Northwest Ordinance.</p>
<p>Content Statements:  7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.  <b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can give examples of domestic problems faced by the United States under the Articles of Confederation.  The student can explain issues that were debated during the Constitutional convention.  The student can describe the views of the Federalists on the ratification of the</p>

	<p>Constitution. The student can describe the views of the Anti-Federalists on the ratification of the Constitution.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b> The student can compare the perspectives of Federalists and Anti-Federalists in primary sources.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b> The student can analyze the ways in which the U.S. Constitution addressed weaknesses of the Articles of the Confederation. The student can explain how the U.S. Constitution strengthened the power of the federal government.</p>
<p>Content Statements: 8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion</p>	<p><b>BROAD LEARNING TARGET</b> The student can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b> The student can explain the outcome of the War of 1812. The student can identify peaceful transitions in the presidency that occurred despite election disputes.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b> The student can create a chronology of events in early presidential administrations.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b> The student can analyze the significance of the creation of the national bank. The student can analyze the significance of ending the Whiskey Rebellion. The student can analyze the significance of the Jay Treaty. The student can analyze the significance of maintaining neutrality. The student can analyze the significance of the creation of the Navy Department. The student can analyze the significance of the Louisiana Purchase. The student can analyze the significance of the McCulloch v. Maryland decision. The student can analyze the significance of the Monroe Doctrine.</p>
<p><b>GEOGRAPHY STRAND</b> <b>TOPIC: HUMAN SYSTEMS</b> Content Statements: 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p>	<p><b>BROAD LEARNING TARGET</b> The student can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. The student can explain how expansion sometimes resulted in unintended environmental consequences.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b> The student can identify natural resources available in the Northeast. The student can describe the conditions in Virginia that made tobacco growth</p>

	<p>profitable.</p> <p>The student can explain why cotton was an important crop in the South.</p> <p>The student can explain the role of canals in westward expansion.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can use a map of natural resources to draw conclusions about the relationship between resources and expansion.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can explain why cotton helped force the westward expansion of expansion of plantation agriculture.</p> <p>The student can analyze negative effects of westward expansion.</p>
<p><b>GEOGRAPHY STRAND</b></p> <p><b>TOPIC: CIVIC PARTICIPATION AND SKILLS</b></p> <p>Content Statements:</p> <p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain how participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can define social group.</p> <p>The student can define civic group.</p> <p>The student can identify social groups that worked for individual and public goals in early American history.</p> <p>The student can identify civic groups that worked for individual and public goals in early American history.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can describe the goals of the American Temperance Society.</p> <p>The student can describe the goals of the National Trades' Union.</p> <p>The student can describe the goals of the Sons of Liberty.</p> <p>The student can describe the goals of the American Anti-Slavery Society.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can distinguish between social groups and civic groups.</p>
<p>Content Statements:</p> <p>19. Informed citizens understand how media and communication technology influence public opinion.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain how media and communication technology influence public opinion.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can give examples of media and communication technology tools throughout history.</p> <p>The student can define public opinion.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can explain effects of new media and communication technology tools throughout history.</p>

<p><b>GOVERNMENT STRAND</b>  <b>TOPIC: ROLES AND SYSTEMS OF GOVERNMENT</b>  Content Statements:  20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.  <b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can define federal system.  The student can give examples of how the U.S. Constitution created a federal system.  The student can define representative democracy.  The student can give examples of how the U.S. Constitution created representative democracy.  The student can identify the three branches of government.  The student can give examples of how the U.S. Constitution created separation of powers.  The student can give examples of how the U.S. Constitution created checks and balances.</p>
<p>Content Statements.  21. The U.S. Constitution protects citizens’ rights by limiting the powers of government.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can cite and evaluate how the U.S. Constitution protects citizens’ rights by limiting the powers of government.  <b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can give examples of citizens’ rights protected by the U.S. Constitution and Bill of Rights.  The student can describe limitations placed on the power of the federal government by the U.S. Constitution.  <b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can explain how the 13th Amendment expanded rights.  The student can explain how the 14th Amendment expanded rights.  The student can explain how the 15th Amendment expanded rights.  <b>Underpinning Reasoning Learning Targets: (DOK 3):</b>  The student can evaluate whether a specific government action violates citizens’ rights.</p>



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Critical Areas of Focus Being Addressed:

- Creation of the New Republic
- Expansion of the United States

**HISTORY STRAND**

**TOPIC: EXPANSION**

Content Statements:

9. The United States added to its territory through treaties and purchases.

**BROAD LEARNING TARGET**

The student can describe how the United States added to its territory through treaties and purchases.

**Underpinning Knowledge Learning Targets: (DOK 1)**

The student can describe the terms of the Adams-Onís Treaty.

The student can describe the terms of the Webster-Ashburton Treaty.

The student can describe the terms of the Oregon Treaty.

The student can describe the terms of the Treaty of Guadalupe Hidalgo.

	<p>The student can identify the territory gained through the Louisiana Purchase</p> <p>The student can identify the territory gained through the Gadsden Purchase.</p> <p>The student can identify the territory gained through the Alaska purchase.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can use a map to show the growth of the United States through treaties and purchases.</p>
<p>Content Statements:</p> <p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can describe the territorial expansion of the United States after the War of 1812.</p> <p>The student can identify economic benefits of territorial expansion.</p> <p>The student can describe the characteristics of each region.</p> <p>The student can explain the different positions of regions on key political issues.</p> <p>The student can explain the causes of the Mexican War.</p> <p>The student can describe the means used to remove American Indians from their native land.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can use a map to show westward expansion.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can explain how westward expansion led to the debate over the expansion of slavery.</p> <p>The student can analyze the impact of westward expansion on American Indians.</p> <p>The student can explain how Manifest Destiny was used to justify westward expansion.</p>
<p><b>GEOGRAPHY STRAND</b></p> <p><b>TOPIC: HUMAN SYSTEMS</b></p> <p>Content Statements:</p> <p>15. The movement of people, products and ideas</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the</p>

<p>resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p>	<p>United States.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can explain how the colonies reflected the origins of its settlers.  The student can summarize the westward movement of people in the United States.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 2):</b>  The student can identify the transportation developments that came with westward expansion.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b>  The student can analyze why the North and South developed different political views on slavery.  The student can analyze the impact of westward expansion on American Indians.  The student can explain the relationship between the movement of people and political development in the West.  The student can explain the relationship between the movement of people and economic development in the West.</p>
<p><b>ECONOMICS STRAND</b>  <b>TOPIC ECONOMIC DECISION MAKING AND SKILLS</b>  22. Choices made by individuals, businesses and governments have both present and future consequences.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can analyze how choices made by individuals, businesses and governments have both present and future consequences.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can explain why economic choices are made.  The student can identify the choices and consequences that business must weigh to make decisions.  The student can identify the choices that consequences governments must weigh to make decisions.  The student can identify historical decisions made based on economic choices.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b>  The student can analyze a specific economic choice based on potential consequences.</p>
<p><b>ECONOMICS STRAND</b>  23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power</p>	<p><b>BROAD LEARNING TARGET</b>  The student can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p>

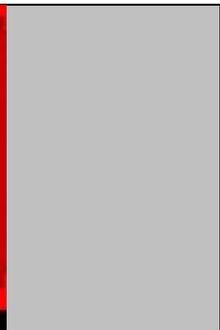
<p>resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>	<p>The student can identify new technology during the Industrial Revolution.</p> <p>The student can identify industries that were impacted by the Industrial Revolution.</p> <p>The student can define means of production.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 2):</b></p> <p>The student can describe changes in the means of production during the Industrial Revolution.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can connect the use of new power resources to changes in the means of production.</p> <p>The student can connect the use of interchangeable parts and mass production to changes in the means of production.</p>
<p>24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can cite ways the government can impact markets.</p> <p>The student can give examples of how government impacted markets in early American history.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can explain how government spending impacts markets.</p> <p>The student can explain how government regulations impact markets.</p> <p>The student can explain how tariffs impact markets.</p> <p>The student can explain how trade barriers impact markets.</p>
<p>25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings accounts, checking accounts) and credit.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can explain the purpose of savings accounts.</p> <p>The student can explain the purpose of checking accounts.</p> <p>The student can identify various types of credit</p>



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Critical Areas of Focus Being Addressed:

- The American Civil War
- Reconstruction

**HISTORY STRAND**

**TOPIC: CIVIL WAR AND RECONSTRUCTION**

Content Statements:

11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

**BROAD LEARNING TARGET**

The student can distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s.

The student can illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War

**Underpinning Knowledge Learning Targets: (DOK 1)**

The student can give examples of sectional issues that involved arguments over states' rights.

The student can explain the position of Northerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.

The student can explain the position of Westerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.

The student can explain the position of Southerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.

**Underpinning Reasoning Learning Targets: (DOK 2):**

The student can explain how westward expansion contributed to the debate over slavery.

**Underpinning Reasoning Learning Targets: (DOK 3):**

The student can analyze the role of states' rights and slavery as causes of the Civil War.

<p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can identify the political changes that came about in the South from the conclusion of the Civil War.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 2):</b></p> <p>The student can explain the rights granted by the 13th Amendment.  The student can explain the rights granted by the 14th Amendment.  The student can explain the rights granted by the 15th Amendment.  The student can describe actions taken by white Southerners who resented Reconstruction.  The student can summarize the struggle for control of Reconstruction between Congress and the presidency.</p>
<p><b>GEOGRPAHY STRAND</b>  <b>TOPIC: SPATIAL THINKING SKILLS</b>  Content Statement:  13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can identify types of maps and geographic tools.  The student can explain how maps and geographic tools show sectionalism, unification, or movement.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b>  The student can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.  The student can use maps and geographic tools to draw conclusions about how location has influenced historical events.</p>
<p><b>GEOGRPAHY STRAND</b>  <b>TOPIC: HUMAN SYSTEMS</b>  16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>	<p><b>BROAD LEARNING TARGET</b>  The student can explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b>  The student can explain how cultural biases, stereotypes and prejudices</p>

	<p>contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens.</p> <p>The student can describe responses to prejudice including Indian Wars, slave rebellions, Mormon migrations, and efforts to gain equal rights for women.</p> <p>The student can cite ways in which cultural biases, stereotypes, and prejudices impacted groups such as immigrants, Jews, and Catholics.</p> <p><b>Underpinning Skills Learning Targets: (DOK 2):</b></p> <p>The student can identify cultural biases, stereotypes and prejudices in primary sources.</p>
<p>Content Statements:</p> <p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>	<p><b>BROAD LEARNING TARGET</b></p> <p>The student can identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.</p> <p><b>Underpinning Knowledge Learning Targets: (DOK 1)</b></p> <p>The student can explain the democratic ideals that became the cornerstone for national identity including freedom, equality, rights and justice.</p> <p>The student can cite the ways democratic ideals were included in founding documents.</p> <p>The student can trace the development of the sense of “being an American” from the Revolution to the Civil War.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 2):</b></p> <p>The student can explain the role of public education in helping foster democratic ideals.</p> <p><b>Underpinning Reasoning Learning Targets: (DOK 3):</b></p> <p>The student can discuss role of democratic ideals and the hope of assimilation in immigration.</p>