

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.08.01, Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12 states that, “each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in Social Studies in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. Tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in middle level social studies were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE. The most recent updates to the Social Studies Frameworks were reviewed, refined, and validated through a comprehensive process led by the Standards and Frameworks Validation Committee (SFVC)—a statewide group representing diverse perspectives—in close partnership with MSDE.

The Middle School United States History Framework was revised in June 2025.

Course Overview

Eighth grade United States History focuses on developing students' understanding of American History from Colonization until the dawn of the 20th Century. In United States History students interpret historical evidence and identify significant trends and major turning points that define the first 300 years of the American experience. The study of United States History will enable students to understand the development and expansion of a market economy and the economic forces that drove the growth of a continental power. In addition, students will examine the foundational documents and democratic practices that define the growth of the American Republic. Students will analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an American identity. By considering events from multiple perspectives students will understand that women, African Americans, American Indians and other minorities possess historical agency. Awareness of these processes assist student comprehension of the complicated nature of the American story.

To help students in acquiring these understandings, the content of the framework is structured by the following six state social studies standards:

STANDARD	DESCRIPTION OF STANDARD
Standard 1.0: Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0: Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0: Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
Standard 4.0: Economics	Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0: History	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Standard 6.0: Skills and Processes	Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.
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Standard 6.0

The four dimensions of The Inquiry Arc are reflected in Maryland's Standard 6.0:

1. **Developing Questions & Planning Inquiries** – constructing compelling and supporting questions, planning inquiries, and determining helpful sources.
2. **Applying Disciplinary Concepts & Tools** – applying the disciplinary concepts and tools of civics, geography, economics, and history.
3. **Evaluating Sources & Using Evidence** – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
4. **Communicating and Critiquing Conclusions & Taking Informed Action** – communicating and presenting claims, critiquing claims, and identifying ways to address problems in their communities.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

The Inquiry Arc



Within the Standard 6.0, students will be specifically assessed on the following skills:

- Evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source;
- Identify credible, relevant information contained in the sources; and
- Construct arguments using claims and evidence from multiple sources.

Maryland Comprehensive Assessment Program (MCAP) Social Studies 8 Assessment

The MCAP SS8 assessment will measure both students' understanding of the core content and the skills and processes outlined in the assessment limits.

The assessment will measure this understanding through selected response, constructed response items, and an Evidence Based Argument Set (EBAS). The EBAS set have been designed to comply with the parameters set forth by the Maryland General Assembly. In 2017, the Maryland General Assembly amended Md. Ed. Art §7-203 Education Accountability Program. The amendment called for the creation of a middle school grade band assessment in social studies. The law states that the assessment should be developed "in collaboration with county boards, county curriculum specialists in social studies, middle school social studies teachers, and academics with expertise in social studies education." It further defines the assessment by stating that it should "Consist, to the greatest extent possible, of criterion-referenced, performance-based tasks that require students to utilize critical and historical thinking skills and analyze primary sources."

*Item Types:***Evidence Based Argument Set:** Standard 6.0

The Evidence Based Argument Set will assess the student's historical thinking skills and processes. These items will provide students with an overarching compelling question, background information, and source-based evidence including important details regarding the sourcing information. Using this information, students will answer two-point and four-point constructed response items.

Content Selected Response: Standards 1.0, 2.0, 3.0, 4.0

- **Multiple Choice** – Students will select their response to the question from four answer options based upon questions constructed from the social studies standards.
- **Technology Enhanced** – Students will manipulate information on the testing platform to demonstrate knowledge. This could involve highlighting text, moving statements into categories, or selecting multiple responses. Students who are taking the assessment in a paper form will have a paper variant of the on-line Technology Enhanced item.

Content Constructed Response: Standards 1.0, 2.0, 3.0, 4.0

- **Brief Constructed Response** – Students must develop the answer to an open-ended content-based question. Some of the questions require students to use information from a stimulus (map, political cartoon, excerpt, etc.), along with the content knowledge.

Structure of Assessment:

This high-level outline identifies the structure of the MCAP government assessment, item types, and standards that are assessed in the MCAP government test. Although not indicated in the outline, field test items are placed throughout the assessment and vary in type and position from year to year.

SESSION	TIME	ITEM TYPES	STANDARDS ASSESSED IN SESSION
1	40 Minutes	- Selected Response - Constructed Response - Technology Enhanced	1.0: Civics 2.0: Peoples of the Nation and World 3.0: Geography 4.0: Economics 5.0: History
2	40 Minutes	- Selected Response - Constructed Response - Technology Enhanced - Evidence Based Argument Set	1.0: Civics 2.0: Peoples of the Nation and World 3.0: Geography 4.0: Economics 5.0: History 6.0: Skills and Processes
3	40 Minutes	- Selected Response - Constructed Response - Technology Enhanced	1.0: Civics 2.0: Peoples of the Nation and World 3.0: Geography 4.0: Economics 5.0: History

SESSION	TIME	ITEM TYPES	STANDARDS ASSESSED IN SESSION
4	40 Minutes	- Selected Response - Constructed Response - Technology Enhanced - Evidence Based Argument Set	1.0: Civics 2.0: Peoples of the Nation and World 3.0: Geography 4.0: Economics 5.0: History 6.0: Skills and Processes

This table indicates the breakdown of items on the MCAP SS8 by Maryland Social Studies Standard reporting category.

STANDARD	Percentage
Standard 1.0: Civics	16-22%
Standard 2.0: Peoples of the Nations and World	15-21%
Standard 3.0: Geography	15-21%
Standard 4.0: Economics	13-19%
Standard 5.0: History	16-22%
Standard 6.0: Skills and Processes	18%

This table indicates the breakdown of items on the MCAP SS8 by the framework Unit reporting category.

UNIT	Percentage
Colonization	Not assessed
The American Revolution	20%
Founding of the New Government	20%
A New Nation	20%
Geographic Expansion and Political Division	20%
Civil War and Reunion	20%
Growth of Industrial America	Not assessed

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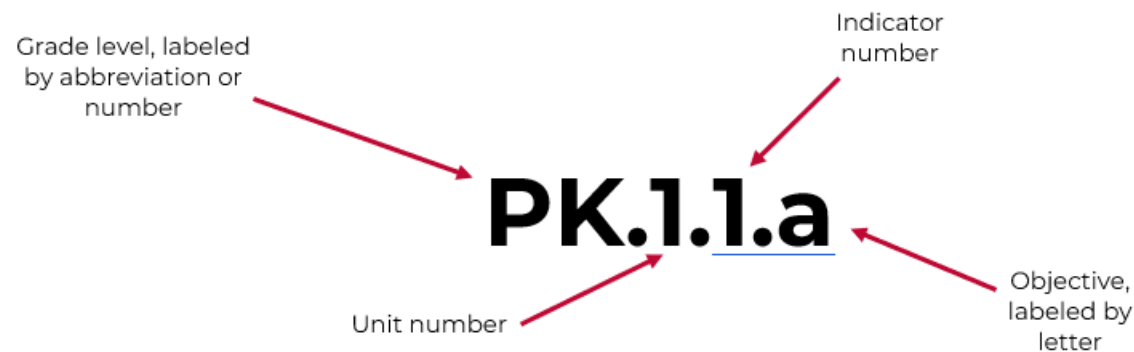
The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

Sample Unit Template

Unit Enduring Understanding: An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

Unit Question: A **unit question** connects the big ideas in the enduring understandings and essential questions to the period of study. Everything in the unit contributes to answering this question.

Layout of Content: The coding of the framework serves to assist educators' instructional organization and structure. The coding begins with grade level, followed by unit, indicator and objective. Grade levels use either a short abbreviation (e.g., PK for Prekindergarten) or a number (1). Units and indicators use numbers (e.g., PK Unit 1's first indicator is coded as PK.1.1.). Finally, objectives are coded as lowercase letters following the grade, unit, and indicator (e.g., first objective of PK Unit 1's first indicator is coded as PK.1.1.a).



CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The content topic indicates the umbrella under which several common topics are organized for study.	Essential questions help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.	Indicator statements assist teachers in determining how to link specific content to be studied to the essential question. • Objectives provide teachers with detailed information regarding what specific learning should occur.	Assessment limits designate the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing that information.

Colonization (1607-1754)

Unit Enduring Understanding: When diverse cultures interact, it can lead to conflict, change, and cooperation.

Unit Question: How did the interaction of European, African, and Native cultures lead to conflict, change, and/or cooperation?

Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Interactions in the New World	How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples?	8.1.1 Students will evaluate the interaction of European, African, and Native cultures in colonial America by: - Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival. (8.1.1.a) - Assessing the range of reactions of Native populations to the colonization of North America. (8.1.1.b) - Analyzing the factors causing European migration to North America. (8.1.1.c) - Identifying the causes and impacts of slavery in colonial North America. (8.1.1.d)	This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Colonial North America	What fostered the development of distinct regions in colonial North America?	8.1.2 Students will analyze how geography and economics influenced the location and development of Colonial North American regions by: - Comparing the economic, political, social, religious and ethnic composition of colonial regions of New England, the mid-Atlantic, the Chesapeake, and the South. (8.1.2.a) - Evaluating the impact of mercantilism on the political and economic relationship between the North American colonies and Great Britain. (8.1.2.b)	This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.

The American Revolution (1754-1783)

Unit Enduring Understanding: Numerous factors compel people to change or abolish a government.

Unit Question: To what extent were American Colonists justified in rebelling against British authority?

Unit Content

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
French and Indian War	How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?	8.2.1 Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies by: - Explaining the sources of conflict among and between American Indians, European powers, and Americans' migrating west of the Appalachian Mountains. (8.2.1.a) - Assessing how the French and Indian War impacted American Indian alliances, British colonial policies, and American colonists. (8.2.1.b)	☐ Sources of conflict: Land, trade, migration. ☐ Impacts of the French and Indian War: Proclamation of 1763, taxation, Pontiac's Rebellion. ☐ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
British Acts and Colonial Acts of Resistance	Why and how did Americans resist the British?	8.2.2 Students will evaluate the significance of the end of salutary neglect as a turning point in American History by: - Analyzing the effect of British policies on the American colonies. (8.2.2.a) - Evaluating the effectiveness of the methods of colonial resistance to British policies. (8.2.2.b) - Identifying the principles expressed in the Declaration of Independence. (8.2.2.c)	- British Colonial policies: Sugar Act, Townsend Acts, Intolerable Acts. - Methods of resistance: Boycotts (Homespun Movement), Organizations (Sons and Daughters of Liberty), protest (Boston Tea Party). - Principles in the Declaration: Natural Rights, consent of the governed, right of people to alter or abolish government. - Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The American Revolution	What were the military and social factors that impacted the outcome of the American Revolution?	8.2.3 Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War by: - Analyzing the domestic, military, geographic, and diplomatic factors that led to the American defeat of the British. (8.2.3.a) - Assessing how free and enslaved African Americans, women and American Indians, contributed to and were impacted by the American Revolution. (8.2.3.b)	- Factors that influenced American victory: Domestic (Tories and Loyalists), Military (George Washington's leadership), Diplomatic (French intervention), geographic (knowledge of land). - Contributions to/Impacted by the American Revolution: Breakdown of native confederacy, manumission, treatment of Loyalists. - Other topics may be assessed but information will be provided.

Founding of the New Government (1776-1791)

Unit Enduring Understanding: Nations are constructed and governed through compromise and conflict.

Unit Question: How does the Constitution reflect compromise and conflict?

Unit Content:

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The Articles of Confederation	How effective were the Articles of Confederation at governing the new nation?	8.3.1 Students will evaluate the historical significance of the Articles of Confederation by: - Explaining the structure and the powers of the Articles of Confederation. (8.3.1.a) - Analyzing the success and failures of the Articles of Confederation. (8.3.1.b)	□ Structure/Powers of Articles of Confederation: No national court system, no national army, weak national executive, lack of national currency, inability to raise taxes. □ Success and failures: Northwest Ordinance, rise of sectionalism, Shays Rebellion. □ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Constitutional Convention	What challenges to upholding the ideals of the Declaration of Independence existed after the Constitutional Convention?	8.3.2 Students will evaluate the reasons for the development of the United States Constitution by: - Describing the purpose of the Constitutional Convention. (8.3.2.a) - Analyzing how the Great Compromise addressed regional interests and differences. (8.3.2.b) - Describing the sectional debate over slavery and how the Constitution addressed slavery and freedom. (8.3.2.c)	☐ Purpose of the Convention: Amending the Articles, stronger central government. ☐ Great Compromise: Bicameral structure of Congress, impact on representation. ☐ Sectional Debate: Three-Fifths Compromise, fugitive slave clause, slave importation. ☐ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
United States Constitution	How and why is power distributed in the United States Constitution?	8.3.3 Students will evaluate the impact of the Constitution on the structure of the United States government by: - Identifying the goals of the Constitution as stated in the Preamble. (8.3.3.a) - Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government. (8.3.3.b) - Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution. (8.3.3.c)	- Goals of Constitution in Preamble: More perfect Union, establish justice, ensure domestic tranquility, promote the common defense, promote the general welfare, and secure the blessings of liberty. - The principles of government: checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government. - Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Ratification and the Bill of Rights	How does the Bill of Rights reflect compromise and conflict between the government and its people?	8.3.4 Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution by: - Analyzing the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution. (8.3.4.a) - Evaluating the impact of the Bill of Rights on the ratification of the Constitution. (8.3.4.b)	□ Federalists/Anti-Federalist: Federalists strong central government, anti-Federalists strong state government and Bill of Rights. □ Other topics may be assessed but information will be provided.

A New Nation (1787-1825)

Unit Enduring Understanding: New nations experience success and failure in foreign and domestic affairs which shape their growth and development.

Unit Question: How did the successes and failures in foreign and domestic affairs shape the development of the United States?

Unit Content:

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The Early Republic	How effectively did the federal government respond to domestic and foreign challenges?	8.4.1 Students will evaluate the short- and long-term impact of government decisions made during Federalist administrations by: - Identifying the impact President George Washington had on setting precedents for the office of the President. (8.4.1.a) - Evaluating the evolution and impact of the Federalist and Democratic-Republican parties on domestic and foreign policy. (8.4.1.b) - Explaining the impact of <i>Marbury v Madison</i> (1803) on the power of the Supreme Court. (8.4.1.c)	□ Precedents Set: Two terms, peaceful transition of power, development of a cabinet, strict and loose interpretation of the Constitution. □ Outcomes of the debates over the Whiskey Tax, national bank, and Alien and Sedition Act of 1798. □ Impact of <i>Marbury v. Madison</i>: Judicial review. □ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
		8.4.2 Students will evaluate the historical significance of the Louisiana Purchase on the United States by: - Analyzing the diplomatic and constitutional challenges involved in the Louisiana Purchase. (8.4.2.a) - Assessing the political and economic impact of the Louisiana Purchase and its impact on the United States relations with native populations. (8.4.2.b)	□ Louisiana Purchase: French and Spanish interests, and arguments for and against the purchase. □ Impacts of the Louisiana Purchase: Nation's geographic size, economic growth, relationship with American Indian tribes and foreign countries. □ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The Second War of Independence	How did the war of 1812 shape national identity?	8.4.3 Students will analyze the emerging foreign policy of the United States by: - Identifying the domestic and foreign causes of the War of 1812. (8.4.3.a) - Explaining the political, geographic, and military factors that led to the American defeat of the British. (8.4.3.b) - Analyzing how the War of 1812 impacted Native tribes, American political parties, and American nationalism. (8.4.3.c)	- Causes of the War: The Embargo Act of 1807, impressment, War Hawks, Tecumseh. - Factors leading to defeat of the British: Political (Burning of the Capitol), geographic (control of the Great Lakes), military (leadership of Andrew Jackson). - Impacts of the war: Demise of the Federalist Party, nationalism, growth of American industry, Monroe Doctrine, reduction of tribal territory. - Other topics may be assessed but information will be provided.

Geographic Expansion and Political Division (1820-1860)

Unit Enduring Understanding: National unity can be challenged by political, social, and economic change.

Unit Question: How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

Unit Content:

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Sectional Growth	How did regional tensions challenge national unity?	8.5.1 Students will analyze the influence of industrialization, technological, and demographic changes on society by: - Assessing the impact of technological developments in communication and transportation. (8.5.1.a) - Evaluating the growth of the factory system and its impacts on labor, women, and migration. (8.5.1.b) - Assessing the impact of the Supreme Court of John Marshall on national power and economic growth. (8.5.1.c) - Identifying the push and pull factors driving antebellum immigration. (8.5.1.d)	- Technological developments: Telegraph, canals, railroads. - Impacts of technological change: economic growth, national unity, migration. - Factory System: Interchangeable parts, Lowell Mills. - Supreme Court: <i>McCulloch v. Maryland</i> (1819) - Immigration: Origins of immigrants, nativism.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
		8.5.2 Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by: - Evaluating the impact of technology on the geographic expansion of the institution of slavery. (8.5.2.a) - Analyzing the conditions that defined life for the enslaved. (8.5.2.b) - Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism. (8.5.2.c) - Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism. (8.5.2.d)	- Expansion of slavery: Cotton Gin, cotton belt. - Conditions of slavery: marriage, punishments, family separation. - Resistance to slavery: Rebellion, destruction of property, running away, sabotage. - Effectiveness of the Missouri Compromise: Impact on slave-free state balance. - Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Jacksonian Era	How can shifts in executive power impact the social, economic, and political life of a nation?	8.5.3 Students will evaluate the political, economic, and social impact of Jacksonian Democracy by: - Explaining the impact of President Andrew Jackson's presidency on sectional politics, democracy, electoral processes, and the economy. (8.5.3.a) - Contrasting the Native and American arguments surrounding the issue of American Indian rights and land ownership. (8.5.3.b)	□ Andrew Jackson: Nullification crisis, national bank, expansion of the franchise. □ American Indian Removal: Characteristics of Native life, Indian Removal Act, <i>Worcester v. Georgia</i> (1832), Trail of Tears. □ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Social Reform Movements	How can individuals and groups affect social change?	8.5.4 Students will analyze the impact of antebellum reform movements on American politics and society by: - Evaluating the impact of social reform movements on temperance, prison, and educational reform. (8.5.4.a) - Tracing the evolution, arguments, and impacts of the antebellum women's movement. (8.5.4.b) - Identifying the methods, arguments, and impacts of the abolitionist movement. (8.5.4.c)	□ Social reform: Temperance, prison reform. □ Women's Movement: Laws affecting women, Declaration of Rights and Sentiments, Elizabeth Cady Stanton. □ Abolitionist movement: Underground Railroad, Frederick Douglass, Harriet Tubman, moral suasion/literature and propaganda. □ Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Westward Expansion	Do the benefits of territorial expansion outweigh the costs?	8.5.5 Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by: - Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession. (8.5.5.a) - Analyzing the consequences of the rapid settlement of California, Oregon, and Texas. (8.5.5.b) - Explaining the causes, course, and consequences of the Mexican-American War. (8.5.5.c) - Assessing the impacts of the Compromise of 1850. (8.5.5.d)	- Manifest Destiny: Key components of the concept, views of American Indians, Mexicans, and Anglos. - Rapid Settlement: Territorial growth of the United States, impact on slave-free state balance. - Mexican-American War: Territorial growth of the United States. - Compromise of 1850: Fugitive Slave Law, impact on slave and free-state balance.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Path to Disunion	What factors lead a country to civil war?	8.5.6 Students will evaluate the causes of the Civil War by: - Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization. (8.5.6.a) - Assessing the impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states. (8.5.6.b) - Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict. (8.5.6.c)	- Sectional polarization: Kansas-Nebraska Act, popular sovereignty, <i>Dred Scott v. Sandford</i> (1857), John Brown. - Election of 1860: Abraham Lincoln, Secession. - Causes of the Civil War: Slavery, economic differences, westward expansion, political parties, states' rights. - Other topics may be assessed but information will be provided.

Civil War and Reunion (1860-1896)

Unit Enduring Understanding: Societies efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

Unit Question: How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

Unit Content:

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
The Civil War	How does war impact and change society?	8.6.1 Students will analyze factors affecting the outcome of the Civil War by: - Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy. (8.6.1.a) - Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict. (8.6.1.b) 8.6.2 Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by: - Evaluating the military and historic significance of the Emancipation Proclamation. (8.6.2.a) - Evaluating the efficacy and constitutionality of President Abraham Lincoln's suspension of the Writ of Habeas Corpus. (8.6.2.b) - Describing economic opportunities and obstacles faced by soldiers, civilians, free and enslaved populations during the Civil War. (8.6.2.c)	- Goals, resources, strategies, and technology: Contrast resources available to the Union and Confederacy at outset of the war, naval blockade, King Cotton Diplomacy, conscription. - Significance of the Emancipation Proclamation: African American troops, emancipation. - Evaluating Civil Liberties: <i>Ex Parte Merryman (1861)</i>. - Economic opportunities/obstacles: Draft Riots, Bread riots, inflation, increase in industry. - Other topics may be assessed but information will be provided.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Reconstruction and Reunion	How does a nation reconcile past injustices?	8.6.3 Students will analyze the political, economic, and social goals of Reconstruction by: - Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans. (8.6.3.a) - Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans. (8.6.3.b) - Examining the ways in which African American communities fought to protect and expand their rights. (8.6.3.c) 8.6.4 Students will explain how the United States government protected or failed to protect the rights of individuals and groups by: - Assessing the factors that influenced the end of Reconstruction. (8.6.4.a) - Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws and disenfranchisement on the enforceability of the 13th, 14th, and 15th Amendments. (8.6.4.b)	- Goals and Policies: 13th, 14th, and 15th Amendments, Freedmen's Bureau, Military Reconstruction Act. - Actions taken to deny freedoms: Black Codes, First Ku Klux Klan, share cropping. - Protecting and expanding rights: Role of the church, education, and voting. - Other topics may be assessed but information will be provided. - Election of 1876/ Bargain of 1877 <i>Plessy v. Ferguson</i> (1896), Jim Crow Laws, convict labor lease system, grandfather clause, literacy test, poll tax. - Other topics may be assessed but information will be provided.

Growth of Industrial America (1877-1890)

Unit Enduring Understanding: Economic growth destroys old means of production and replaces them with new ones.

Unit Question: How did economic change alter political and social relationships in the United States?

Unit Content:

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Industrialization	Did the benefits of post-Civil War industrialization outweigh the costs?	8.7.1 Students will analyze the causes and consequences of Industrialization in the late 19th century United States by: - Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization. (8.7.1.a) - Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy. (8.7.1.b) - Evaluating the impact of industrialization and laissez-faire policies on labor. (8.7.1.c) - Identifying responses to post-Civil War immigration. (8.7.1.d)	This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES	ASSESSMENT LIMITS
Westward Movement	Did American Westward Expansion challenge and promote national unity?	8.7.2 Students will analyze the causes and consequences of westward expansion by: • Describing the impact of geography and technology on the settlement of the west. (8.7.2.a) • Evaluating the American Indian responses to western migration. (8.7.2.b) • Evaluating the impact of government actions on patterns of immigration. (8.7.2.c) • Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women. (8.7.2.d)	This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.