Visual Art

Scope and Sequence
Integrated with Reading, Writing, & Social Studies
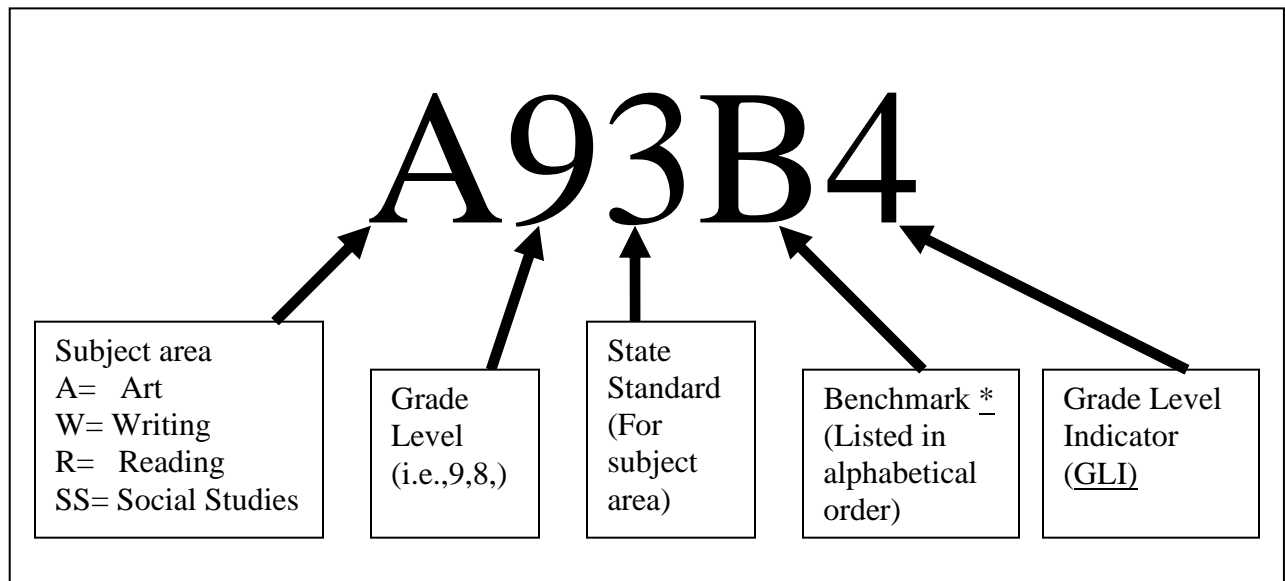
Grade Eight

Table of Contents

Introduction

This document was created to show the integration between the State Board of Education's recently adopted Academic Content Standards for the Arts and areas tested on the Ohio Graduation Test: Reading, Writing, and Social Studies.

The *Scope and Sequence* section will serve as a convenient "pull-out" which will provide Art Teachers and Administrators with an outline of yearlong Art Courses and their possible integrations.

In order to create the "pull-out" it was necessary to develop codes, that refer to the State Standards, Benchmarks, and Grade Level Indicators, for Visual Art, Reading, Writing, and Social Studies.

Graphic explanation of Academic Content Standards/Alignment codes

A93B4

| Subject area
A= Art
W= Writing
R= Reading
SS= Social Studies | Grade Level (i.e.,9,8,) | State Standard (For subject area) | Benchmark * (Listed in alphabetical order) | Grade Level Indicator (GLI) |

* Some standards may not include all Benchmarks.

Visual Art 8

Visual Arts Codes	Semester 1-Grading Period I	Reading Codes	Writing Codes	Social Studies Codes
A81A		R82A1	W81A1	SS81A
A81A1	**I. Foundations-Review**	R82C6	W81A2	SS81A1
A81A2		R82D7	W81A3	SS81B
A81B		R83A1	W81A5	SS81C
A81B3		R83A2	W81B6	SS81D2
A81C	**The Why's and How's of Art:**	R83B3	W81B7	SS81E
A81C4	*The Functions of Art	R83C4	W81B8	SS81E3
A81C5	*Subjects	R83C5	W81B9	SS81E4
A81D	*Themes	R84 3	W81B10	SS81G8
A81D6	*Styles	R84 4	W81B11	SS81G10
A82A	*Connect	R84 5	W81B12	SS81G11
A82A1	* Portfolio	R84 9	W81B13	SS82A
A82B	*Review	R8 9	W81B14	SS82B
A82B2			W81B15	SS82B1
A82C			W81B16	SS82B2
A82C3			W82 1	SS82B4
A82D			W82 2	SS82B5
A82D4			W82 3	SS82C
A82E			W82 4	SS82C6
A82E5			W82 6	SS83A
A83A			W83A1	SS83B
A83A1	**II. Foundations-Review**		W83B2	SS83B1
A83A2	**Forms and Media:**		W83C3	SS83B2
A83B	*Two-dimensional Art		W83C4	SS83B4
A83B3	*Three-dimensional Art		W83C5	SS83B5
A83C	*Connect		W83C6	SS83C
A83C4	*Portfolio		W83C7	SS83C6
A84A	*Review		W83C8	SS83D3
A84A1			W84C1	SS84B2
A84A2			W84C2	SS85B2
A84B			W84C3	SS85B6
A84B3				SS86B3
A85A				SS87A
A85A1				SS87B
A85B				SS87C
A85B2				SS87C2
A85C				SS87C3
A85C3				SS87D4
A85D				SS87D5
A8D54				
A85D5				

Visual Art 8

Visual Arts Codes	Semester 1-Grading Period II	Reading Codes	Writing Codes	Social Studies Codes
A81A		R82A1	W81A1	SS81A
A81A1	**III. Foundations-Review**	R82C6	W81A2	SS81A1
A81A2	**Elements and Principles:**	R82D7	W81A3	SS81B
A81B	*Elements of Design	R83A1	W81A5	SS81C
A81B3	*Principles of Design	R83A2	W81B6	SS81D2
A81C	*Connect	R83B3	W81B7	SS81E
A81C4	*Portfolio	R83C4	W81B8	SS81E3
A81C5	*Review	R83C5	W81B9	SS81E4
A81D		R84 3	W81B10	SS81G8
A81D6		R84 4	W81B11	SS81G10
A82A,		R84 5	W81B12	SS81G11
A82A1		R84 9	W81B13	SS82A
A82B		R8 9	W81B14	SS82B
A82B2			W81B15	SS82B1
A82C			W81B16	SS82B2
A82C3			W82 1	SS82B4
A82D			W82 2	SS82B5
A82D4	**III. Foundations-Review**		W82 3	SS82C
A82E	**Approaches to Art:**		W82 4	SS82C6
A82E5	*Art History		W82 6	SS83A
A83A,	*Art Criticism		W83A1	SS83B
A83A1	*Art Principles		W83B2	SS83B1
A83A2	*Aesthetics		W83C3	SS83B2
A83B	*Connect		W83C4	SS83B4
A83B3	* Portfolio		W83C5	SS83B5
A83C	*Review		W83C6	SS83C
A83C4			W83C7	SS83C6
A84A			W83C8	SS83D3
A84A1			W84C1	SS84B2
A84A2			W84C2	SS85B2
A84B			W84C3	SS85B6
A84B3				SS86B3
A85A				SS87A
A85A1				SS87B
A85B				SS87C
A85B2				SS87C2
A85C				SS87C3
A85C3				SS87D4
A85D				SS87D5
A8D54				
A85D5				

Visual Art 8

Visual Arts Codes	Semester 2-Grading Period III	Reading Codes	Writing Codes	Social Studies Codes
A81A		R82A1	W81A1	SS81A
A81A1	**IV. Foundations-Review**	R82C6	W81A2	SS81A1
A81A2	**Artists as Interpreter**	R82D7	W81A3	SS81B
A81B	*Landscapes as Art	R83A1	W81A5	SS81C
A81B3	*Color Mixing	R83A2	W81B6	SS81D2
A81C	*Art of China	R83B3	W81B7	SS81E
A81C4	*Wood Constructions	R83C4	W81B8	SS81E3
A81C5	*Connect	R83C5	W81B9	SS81E4
A81D	*Portfolio	R84 3	W81B10	SS81G8
A81D6	*Review	R84 4	W81B11	SS81G10
A82A,		R84 5	W81B12	SS81G11
A82A1		R84 9	W81B13	SS82A
A82B		R8 9	W81B14	SS82B
A82B2			W81B15	SS82B1
A82C			W81B16	SS82B2
A82C3			W82 1	SS82B4
A82D			W82 2	SS82B5
A82D4			W82 3	SS82C
A82E	**V. Foundations-Review**		W82 4	SS82C6
A82E5	Artists as Messengers		W82 6	SS83A
A83A	*Artist with a Message		W83A1	SS83B
A83A1	*Symbolism in Portraits		W83B2	SS83B1
A83A2	*Monoprinting		W83C3	SS83B2
A83B	*Aboriginal Australia		W83C4	SS83B4
A83B3	*Linoleum Block Printing		W83C5	SS83B5
A83C	*Connect		W83C6	SS83C
A83C4	*Portfolio		W83C7	SS83C6
A84A	*Review		W83C8	SS83D3
A84A1			W84C1	SS84B2
A84A2			W84C2	SS85B2
A84B			W84C3	SS85B6
A84B3				SS86B3
A85A				SS87A
A85A1				SS87B
A85B				SS87C
A85B2				SS87C2
A85C				SS87C3
A85C3				SS87D4
A85D				SS87D5
A8D54				
A85D5				

Visual Art 8

Visual Arts Codes	Semester 2-Grading Period IV	Reading Codes	Writing Codes	Social Studies Codes
A81A	**VI. Foundations-Review**	R82A1	W81A1	SS81A
A81A1	**Artist as Inventors**	R82C6	W81A2	SS81A1
A81A2	*An Inventive Artist	R82D7	W81A3	SS81B
A81B	*Fantasy in Art	R83A1	W81A5	SS81C
A81B3	*Perspective	R83A2	W81B6	SS81D2
A81C	*Art of PUERTO RICO	R83B3	W81B7	SS81E
A81C4	*Wire Sculpture	R83C4	W81B8	SS81E3
A81C5	*Connect	R83C5	W81B9	SS81E4
A81D	*Portfolio	R84 3	W81B10	SS81G8
A81D6	*Review	R84 4	W81B11	SS81G10
A82A		R84 5	W81B12	SS81G11
A82A1		R84 9	W81B13	SS82A
A82B	**VII. Foundations-Review**	R8 9	W81B14	SS82B
A82B2	**Artist as Planners**		W81B15	SS82B1
A82C	*Planner from the Start		W81B16	SS82B2
A82C3	*Architecture for Living		W82 1	SS82B4
A82D	*3-D Models		W82 2	SS82B5
A82D4	*Art of Mexico		W82 3	SS82C
A82E	*Corrugated constructions		W82 4	SS82C6
A82E5	*Connect		W82 6	SS83A
A83A	*Portfolio		W83A1	SS83B
A83A1	*Review		W83B2	SS83B1
A83A2			W83C3	SS83B2
A83B			W83C4	SS83B4
A83B3	**VIII. Foundations-Review**		W83C5	SS83B5
A83C	**Artist as Pioneers**		W83C6	SS83C
A83C4	*A Pioneer in Art		W83C7	SS83C6
A84A	*Traditions of Sculpture		W83C8	SS83D3
A84A1	*Casting Relief Sculpture		W84C1	SS84B2
A84A2	*Art of Israel		W84C2	SS85B2
A84B	*Recycling for Sculpture		W84C3	SS85B6
A84B3	*Connect			SS86B3
A85A	*Portfolio			SS87A
A85A1	*Review			SS87B
A85B				SS87C
A85B2				SS87C2
A85C				SS87C3
A85C3				SS87D4
A85D				SS87D5
A8D54				
A85D5				

Visual Art

Grade Level Indicators: Grade 8

Coded Checklist

(1) *Historical Cultural and Social Contexts*	Code	Addressed
Benchmark A: Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts	**A81A**	
1. Explain how social, cultural and political factors affect what artists, architects or designers create.	**A81A1**	
2. Discuss the role and function of art objects (e.g., furniture, tableware, jewelry and pottery) within cultures.	**A81A2**	
Benchmark B: Create a work of art, which incorporates the style or characteristics of artwork from a culture other than their own.	**A81B**	
3. Identify artworks that make a social or political comment and explain the messages they convey.	**A81B3**	
Benchmark C: Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.	**A81C**	
4. Identify examples of visual culture (e.g., advertising, political cartoons, product design and theme parks) and discuss how visual art is used to shape people's tastes, choices, values, lifestyles, buying habits and opinions.	**A81C4**	
5. Consider and discuss how contemporary artworks contribute to and influence the future of art.	**A81C5**	
Benchmark D: Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.	**A81D**	
6. Relate major works of art throughout time to the appropriate historical art movement.	**A81D6**	

(2) *Creative Expression and Communication*	**A82**	
Benchmark A: Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.	**A82A**	
1. Identify and apply criteria to assess content and craftsmanship in their works.	**A82A1**	
Benchmark B: Create two- and three-dimensional original artwork that demonstrates personal **visual expression and communication**.	**A82B**	
2. Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products.	**A82B2**	
Benchmark C: Achieve artistic purpose and communicate intent by selection and use of appropriate media.	**A82C**	
3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (e.g., a self portrait interpreted in expressionism and through abstraction).	**A82C3**	
Benchmark D: Use current, available technology to refine an idea and create an original, imaginative work of art.	**A82D**	
4. Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks.	**A82D4**	
Benchmark E: Identify and explain reasons to support artistic decisions in the creation of art work.	**A82E**	
5. Explain and defend their artistic decisions using appropriate visual art vocabulary.	**A82E5**	
(3) *Analyzing and Responding*	**A83**	
Benchmark A: Apply the strategies of art criticism to describe, analyze and interpret selected works of art.	**A83A**	
1. Observe a selected work of art and explain how the artist's choice of media relates to the ideas and images in the work.	**A83A1**	

3. Explain how personal experience influences their opinions of artworks.	**A83B3**	
Benchmark C: Establish and use criteria for making judgments about works of art.	**A83C**	
4. Analyze and discuss qualities in the artwork of peers to better understand the qualities in their own artworks.	**A83C4**	
(4) *Valuing the Arts/Aesthetic Reflection*	**A84**	
Benchmark A: Demonstrate aesthetic inquiry and reflection skills when participating in discussions about the nature and value of art.	**A84A**	
1. Recognize how reflection can change beliefs about the nature and value of art.	**A84A1**	
2. Articulate an understanding of different aesthetic theories (e.g., formal, expressive and contextual) related to viewing and interpreting artworks.	**A84A2**	
Benchmark B: Analyze diverse points of view about artworks and explain the factors that shape various perspectives.	**A84B**	
3. Compare their viewpoints about a selected work of art with an art critic's viewpoint of the same work.	**A84B3**	
(5) *Connections, Relationships and Applications*	**A85**	
Benchmark A: Demonstrate the role of visual art in solving an interdisciplinary problem.	**A85A**	
1. Demonstrate different visual forms of representation for the same topic or theme (e.g., expressive, graphic and scientific).	**A85A1**	
Benchmark B: Apply and combine visual art, research and technology skills to communicate ideas in visual form	**A85B**	
2. Achieve an effective balance between creating computer-generated images and drawing their own original images.	**A85B2**	
Benchmark C: Use key concepts, issues and themes to connect visual art to various content areas.	**A85C**	
3. Collaborate (e.g., with peers or a community artist) to create a thematic work that incorporates visual art.	**A85C3**	

Benchmark D: Use words and images to explain the role of visual art in community and cultural traditions and events.	**A85D**	
4. Identify how aspects of culture influence ritual and social artwork.	**A85D4**	
5. Explore ways to communicate and support the importance of art in their communities (e.g., become an arts advocate, a volunteer or member of a professional arts organization or patron of the arts).	**A85D5**	

Reading 8 – Grade Level Indicators	Code	Addressed
(1 & 2) Acquisition of Vocabulary	**R82**	
(A) Contextual Understanding	**R82A**	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	**R82A1**	
(B) Conceptual Understanding	**R82B**	
2. Apply knowledge of connotation and denotation to determine the meaning of words.	**R82B2**	
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	**R82B3**	
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.	**R82B4**	
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.	**R82B5**	
(C) Structural Understanding	**R82C**	
6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	**R82C6**	
(D) Tools and Resources	**R82D**	
7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	**R82D7**	
3.Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	**R83**	
(A) Comprehension Strategies	**R83A**	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	**R83A1**	
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	**R83A2**	
(B) Self-Monitoring Strategies	**R83B**	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	**R83B3**	
(C) Independent Reading	**R83C**	

Reading 8 – Grade Level Indicators	Code	Addressed
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	**R83C4**	
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	**R83C5**	
(4) Informational, Technical and Persuasive Text	**R84**	
1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.	**R84 1**	
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.	**R84 2**	
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.	**R84 3**	
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	**R84 4**	
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, and emotional word repetition,) and examples of bias and stereotyping.	**R84 5**	
6. Identify the author's purpose and intended audience for the text.	**R84 6**	
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.	**R84 7**	
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.	**R84 8**	
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	**R84 9**	
(5) Literary Text	**R85**	
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	**R85 1**	
2. Analyze the influence of setting in relation to other literary elements.	**R85 2**	
3. Explain how authors pace action and use subplots, parallel episodes and climax.	**R85 3**	
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	**R85 4**	
5. Identify and explain universal themes across different works by the same author and by different authors.	**R85 5**	

Reading 8 – Grade Level Indicators	Code	Addressed
6. Explain how an author's choice of genre affects the expression of a theme or topic.	**R85 6**	
7. Identify examples of foreshadowing and flashback in a literary text.	**R85 7**	
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	**R85 8**	
9. Examine symbols used in literary texts.	**R8 9**	

Writing 8 - Grade Level Indicators	Code	Addressed
Standard #1 - Writing Processes	**W81**	
(A) Prewriting	W81A	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	W81A1	
2. Conduct background reading, interviews or surveys when appropriate.	W81A2	
3. Establish a thesis statement for informational writing or a plan for narrative writing.	W81A3	
4. Determine purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	W81A4	
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	W81A5	
(B) Drafting, Revising, and Editing		
6. Organize writing with an effective and engaging introduction, body, and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	W81B6	
7. Vary simple, compound and complex sentence structures.	W81B7	
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	W81B8	
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	W81B9	
10. Use available technology to compose text.	W81B10	
11. Reread and analyze clarity of writing, consistency of point of view.	W81B11	
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	W81B12	
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	W81B13	
14. Use resources and reference materials, (e.g., dictionaries and thesauruses) to select more effective vocabulary.	W81B14	
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	W81B15	
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	W81B16	
(C) Publishing		
17. Prepare for publication (e.g., for display or for sharing with others) writing follows a manuscript form appropriate to the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	W81C17	
Standard #2 - Writing Applications.	**W82**	

Writing 8 - Grade Level Indicators	Code	Addressed

1. Write narratives that:
   a) sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
   b) use literary devices to enhance style and tone; and
   c) create complex characters in a definite, believable setting.
	W82 1	

2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	**W82 2**	

3. Write business letters, letters to the editor and job applications that:
   a) address audience needs, stated purpose and context in a clear and efficient manner;
   b) follow the conventional style appropriate to the text using proper technical terms;
   c) include appropriate facts and details;
   d) exclude extraneous details and inconsistencies; and
   e) provide a sense of closure to the writing.
	W82 3	

4. Write informational essays or reports, including research, that:
   a) pose relevant and tightly drawn questions that engage the reader;
   b) provide a clear and accurate perspective on the subject;
   c) create an organizing structure appropriate to the purpose, audience and context;
   d) support the main ideas with facts, details, examples and explanations from sources; and
   e) document sources and include bibliographies
	W82 4	

5. Write persuasive compositions that:
   a) Establish and develop a controlling idea;
   b) support arguments with detailed evidence;
   c) exclude irrelevant information; and
   d) cite sources of information.
	W82 5	

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	**W82 6**	
Standard #3 - Writing Conventions	**W83**	
(A) Spelling	**W83A**	
1. Spell high-frequency words correctly.	**W83A1**	
(B) Punctuation and Capitalization	**W83B**	
2. Use correct punctuation and capitalization.	**W83B2**	
(C) Grammar and Usage	**W83C**	
3. Use all eight parts of speech (e.g. noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	**W83C3**	
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	**W83C4**	
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	**W83C5**	
6. Use proper placement of modifiers.	**W83C6**	

Writing 8 - Grade Level Indicators	Code	Addressed
7. Maintain the use of appropriate verb tenses.	**W83C7**	
8. Conjugate regular and irregular verbs in all tenses correctly.	**W83C8**	
Standard #4 - Research	**W84**	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.	**W841**	
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	**W842**	
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.	**W843**	
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	**W844**	
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	**W845**	
6. Integrate quotations and citations into written text to maintain a flow of ideas.	**W846**	
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement	**W847**	
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	**W848**	

Grade 8 Social Studies Content Standards	Code	Addressed
History	**SS81**	
Benchmark A: Interpret relationships between events shown on multiple-tier time lines.	**SS81A**	
Chronology: 1: Select events and construct a multiple-tier time line to show relationships among events	**SS81A1**	
Benchmark B: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.	**SS81B**	
No indicators present for this benchmark.		
Benchmark C: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.	**SS81C**	
No indicators present for this benchmark.		
Benchmark D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.	**SS81D**	

The First Global Age: 2.Describe the political, religious and economic aspects of North American colonization including:
   a. Reasons for colonization, including religion, desire for land and economic opportunity.
   b. Key differences among the Spanish, French and British Colonies;
   c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
    d. Indentured servitude and the introduction and institutionalization of slavery;
   e. Early representative governments and democratic practices that emerged, including town meeting and colonial assemblies;
   f. Conflicts among colonial powers for control of North America.
	SS81D2	

Benchmark E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.	**SS81E**	

Revolution: 3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
   a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
   b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
	SS81E3	

4. Explain the results of important developments of the American revolution including:
   a. A declaration of American independence;
   b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
   c. Creation of state constitutions;
   d. Impacts on women, African-Americans and American Indians.
	SS81E4	

Grade 8 Social Studies Content Standards	Code	Addressed

A New Nation: 5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
    a. Maintaining national security;
    b. Creating a stable economic system;
    c. Dealing with war debts;
    d. Collecting revenue;
    e. Defining the authority of the central government.
	SS81E5	

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
    a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
    b. The Federalist / Anti-Federalist debate;
    c. The debate over a Bill of Rights.
	SS81E6	

7. Describe the actions taken to build one country from 13 states including:
    a. The precedents established by George Washington, including the cabinet and a two-term presidency;
    b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
    c. The establishment of an independent federal court system.
	SS81E7	

Benchmark G: Analyze the causes and consequences of the American Civil War.	**SS81G**	

Civil War and Reconstruction: 8. Describe and analyze the territorial expansion of the United States including:
    a. Northwest Ordinance;
    b. The Louisiana Purchase and the Lewis and Clark expedition;
    c. Westward movement including Manifest Destiny;
    d. The Texas War for Independence and the Mexican-American War.
	SS81G8	

9. Explain causes of the Civil War with emphasis on:
    a. Slavery:
    b. States' rights;
    c. The different economies of the North and South;
    d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
    e. The abolitionist movement and the roles of Frederick Douglass and John Brown.
    f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
    g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
	SS81G9	

Grade 8 Social Studies Content Standards	Code	Addressed

10. Explain the course and consequences of the Civil War with emphasis on:
    a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
    b. The Emancipation Proclamation;
    c. The Battle of Gettysburg
	SS81G10	

11. Analyze the consequences of the Civil War with emphasis on:
    a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
    b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
    c. The Ku Klux Klan and the enactment of black codes.
	SS81G11	

People in Societies	SS82	
Benchmark A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	SS82A	
No indicators present for this benchmark.		
Benchmark B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	SS82B	
Interaction: 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.	SS82B1	

2. Describe and explain the social, economic and political effects of:
    a. Stereotyping and prejudice;
    b. Racism and discrimination;
    c. Institutionalized racism and institutionalized discrimination.
	SS82B2	

3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.	SS82B3	

4. Analyze the economic, geographic, religious and political factors that contributed to:
    a. The enslavement of Africans in North America;
    b. Resistance to slavery.
	SS82B4	

5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.	SS82B5	
Benchmark C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, and forms of government.	SS82C	

Grade 8 Social Studies Content Standards	Code	Addressed
Diffusion: 6. Explain how the diverse peoples of the United States developed a common national identity.	**SS82C6**	
Geography	**SS83**	
Benchmark A: Identify on a map the location of major physical and human features of each continent.	**SS83A**	
No indicators present for this benchmark.		
Benchmark B: Define and identify regions using human and physical characteristics.	**SS83B**	
Places and Regions: 1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	**SS83B1**	
Benchmark C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	**SS83C**	
Human Environmental Interaction: 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.	**SS83C2**	
Benchmark D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	**SS83D**	
Movement: 3. Explain how colonization, immigration and advances in transportation and communication changed geographic pattern in the United States.	**SS83D3**	
Economics	**SS84**	
Benchmark A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.	**SS84A**	
Scarcity and Resource Allocation: 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.	**SS84A1**	
Benchmark B: Explain why trade occurs and how historical pattern of trade have contributed to global interdependence.	**SS84B**	
Markets: 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.	**SS84B2**	
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	**SS84B3**	
Benchmark C: Identify connections between government policies and the economy.	**SS84C**	
Government and the Economy: 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.	**SS84C4**	

Grade 8 Social Studies Content Standards	Code	Addressed
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of U. S. economy.	**SS84C5**	
Government	**SS85**	
Benchmark A: Explain why people institute governments, how they influence governments, and how governments interact with each other.	**SS85A**	
Role of Government: 1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	**SS85A1**	

2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
    a. Payment of debt;
    b. Establishment of a national bank;
    c. Strict or loose interpretation of the Constitution;
    d. Support for England or France.
	SS85A2	

Benchmark B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	**SS85B**	

Rules and Laws: 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States including:
    a. Shay's Rebellion;
    b. Economic instability;
    c. Government under the Articles of Confederation.
	SS85B3	

4. Explain the political concepts expressed in the U. S. Constitution:
    a. Representative democracy;
    b. Federalism;
    c. Bicameralism;
    d. Separation of powers;
    e. Checks and balances.
	SS85B4	

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.	**SS85B5**	

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limits the powers of government in order to protect the rights of individuals with emphasis on:
    a. Freedom of religion, speech, press, assembly and petition;
    b. Right to trial by jury and the right to counsel;
    c. Due process and equal protection of the laws.
	SS85B6	

7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.	**SS85B7**	
8. Describe the process by which a bill becomes a law.	**SS85B8**	

Grade 8 Social Studies Content Standards	Code	Addressed
Benchmark C: Compare the defining characteristics of democracies, monarchies and dictatorships.	**SS85C**	
No indicators present for this benchmark.		
Citizenship Rights and Responsibilities	**SS86**	
Benchmark A: Show the relationship between civic participation and attainment of civic and public goals.	**SS86A**	

Participation: 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
    a. The Sons of Liberty and Committees of Correspondence American independence;
   b. The Underground Railroad and the abolitionist movement Abolition of Slavery.
	SS86A1	

2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
    a. Nominating conventions;
    b. Expansion of the franchise;
	SS86A2	

Benchmark B: Identify historical origins that influenced the rights of U.S. citizens have today.	**SS86B**	

Rights and Responsibilities: 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
    a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
    b. State constitutional conventions and the disenfranchisement of free blacks;
    c. Jackson and his role in Indian removal;
    d. Frederick Douglass and the abolitionist movement;
    e. Elizabeth Cady Stanton and women's rights.
	SS86B3	

4. Show connections between the rights and responsibilities of citizenship including:
    a. Voting and staying informed on issues;
    b. Being tried by a jury and serving on juries;
    c. Having rights and respecting the rights of others.
	SS86B4	

Social Studies Skills and Methods	**SS87**	
Benchmark A: Analyze different perspectives on a topic obtained from a variety of sources.	**SS87A**	
Obtaining Information: 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	**SS87A1**	
Benchmark B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	**SS87B**	
No indicators present for this benchmark.		

Grade 8 Social Studies Content Standards	Code	Addressed
Benchmark C: Present a position and support it with evidence and citation of sources.	**SS87C**	
Communicating Information: 2. Construct a historical narrative using primary and secondary sources.	**SS87C2**	
3. Write a position paper or give an oral presentation that includes citation of sources.	**SS87C3**	
Benchmark D: Work effectively in a group.	**SS87D**	
Problem Solving: 4. Organize and lead a discussion.	**SS87D4**	
5. Identify ways to manage conflict within a group.	**SS87D5**	