



**Access M/J United States History**  
**Grade 8**  
**(#7821025)**

May 2017

# Access M/J United States History (#7821025)

**Course Number:** 7821025

**Abbreviated Title:** ACCESS M/J US  
HIST

**Course Path: Section:** Exceptional  
Student Education > **Grade Group:**  
Middle/Junior High > **Subject:**  
Academics - Subject Areas

**Course Length:** Year (Y)

**Course Status :** Course Approved

**Course Section:** Exceptional Student  
Education

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

**Additional Instructional Resources:**

A.V.E. for Success Collection: [Click here](#)

# Course Standards

## [SS.8.A.1.1:](#)

Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

**Remarks/Examples:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [Click here](#).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.a:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.			
<a href="#">SS.8.A.1.Su.a:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.			
<a href="#">SS.8.A.1.Pa.a:</a>	Ask simple questions to gather information.			

Resources:

## [SS.8.A.1.2:](#)

Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.b:</a>	Interpret graphs, maps, photographs, and timelines.			
<a href="#">SS.8.A.1.Su.b:</a>	Interpret simple graphs, maps, photographs, and pictorial timelines.			
<a href="#">SS.8.A.1.Pa.b:</a>	Gather information from simple maps, photographs, and pictorial timelines.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.8.A.1.3:](#)

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

**Remarks/Examples:** Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.c:</a>	Identify current events relevant to American History topics using media resources and print.			
<a href="#">SS.8.A.1.Su.c:</a>	Recognize current events relevant to American History topics using media resources and print.			
<a href="#">SS.8.A.1.Pa.c:</a>	Recognize a current event in a media resource or book.			
Resources:				

[SS.8.A.1.4:](#)

Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.d:</a>	Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.			
<a href="#">SS.8.A.1.Su.d:</a>	Recognize fact and opinion and use appropriate resources and support materials to gather information.			
<a href="#">SS.8.A.1.Pa.d:</a>	Use appropriate resources to obtain factual information.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.8.A.1.5:](#)

Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

**Remarks/Examples:** Examples of primary and secondary sources may be found on various websites such as the site for [The Kinsey Collection](#).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.e:</a>	Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.			
<a href="#">SS.8.A.1.Su.e:</a>	Recognize the author and purpose of significant historical documents.			
<a href="#">SS.8.A.1.Pa.e:</a>	Use appropriate resources to obtain factual information.			
Resources:				

[SS.8.A.1.6:](#)

Compare interpretations of key events and issues throughout American History.

**Remarks/Examples:** Examples may include, but are not limited to, historiography.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.f:</a>	Identify similarities and differences in points of view of historical interpretations of key events.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.Su.f:</a>	Recognize differences in points of view of historical interpretations of key events.			
<a href="#">S.8.A.1.Pa.f:</a>	Use appropriate resources to obtain factual information.			
Resources:				

### [SS.8.A.1.7:](#)

View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.1.In.g:</a>	Identify well-known historical events shown in art, writings, music, and artifacts.			
<a href="#">SS.8.A.1.Su.g:</a>	Recognize well-known historical events shown in art, writings, music, or artifacts.			
<a href="#">SS.8.A.1.Pa.g:</a>	Recognize a well-known historical event shown in art or artifacts.			
Resources:				

### [SS.8.A.2.1:](#)

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

**Remarks/Examples:** This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.a:</a>	Recognize important differences among the European nations struggling for control over colonization of North America.			
<a href="#">SS.8.A.2.Su.a:</a>	European nations struggling for control over colonization of North America.			
<a href="#">SS.8.A.2.Pa.a:</a>	Recognize that different groups fought for ownership of the same land.			
Resources:				

## [SS.8.A.2.2:](#)

Compare the characteristics of the New England, Middle, and Southern colonies.

**Remarks/Examples:** Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.b:</a>	Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.			
<a href="#">SS.8.A.2.Su.b:</a>	Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.			
<a href="#">SS.8.A.2.Pa.b:</a>	Recognize social aspects of living in a colony.			
Resources:				

**S.8.A.2.3:**

Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

**Remarks/Examples:** Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.c:</a>	Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.			
<a href="#">SS.8.A.2.Su.c:</a>	Recognize a characteristic of economic systems in the colonies, including the use of slaves.			
<a href="#">SS.8.A.2.Pa.c:</a>	Recognize that workers are part of an economic system.			

Resources:

**[SS.8.A.2.4:](#)**

Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

**Remarks/Examples:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.d:</a>	Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.			
<a href="#">SS.8.A.2.Su.d</a>	Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.			
<a href="#">SS.8.A.2.Pa.d:</a>	Recognize leaders who guide other people.			



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.8.A.2.5:](#)

Discuss the impact of colonial settlement on Native American populations.

**Remarks/Examples:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.e:</a>	Identify the impact of colonial settlement on Native Americans.			
<a href="#">SS.8.A.2.Su.e:</a>	Recognize the impact of colonial settlement on Native Americans.			
<a href="#">SS.8.A.2.Pa.e:</a>	Recognize a change due to colonial settlement.			

Resources:				
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[SS.8.A.2.6:](#)

Examine the causes, course, and consequences of the French and Indian War.

**Remarks/Examples:** Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.f:</a>	Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.Su.f:</a>	Identify an outcome of the French and Indian War, such as that the French lost to the English.			
<a href="#">SS.8.A.2.Pa.f:</a>	Recognize a change due to colonial settlement			
Resources:				

### [SS.8.A.2.7:](#)

Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.2.In.g:</a>	Identify contributions of Africans, Native Americans, women, and children to colonial America.			
<a href="#">SS.8.A.2.Su.g:</a>	Recognize contributions of Africans, Native Americans, women, and children to colonial America.			
<a href="#">SS.8.A.2.Pa.g:</a>	Recognize a contribution of a key group to colonial society.			
Resources:				

### [SS.8.A.3.1:](#)

Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

**Remarks/Examples:** Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.a:</a>	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.			
<a href="#">SS.8.A.3.Su.a:</a>	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.			
<a href="#">SS.8.A.3.Pa.a:</a>	Recognize that the colonists were unhappy with British rule.			
Resources:				

### [SS.8.A.3.2:](#)

Explain American colonial reaction to British policy from 1763 - 1774.

**Remarks/Examples:** Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.b:</a>	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.			
<a href="#">SS.8.A.3.Su.b:</a>	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.			
<a href="#">SS.8.A.3.Pa.b:</a>	Recognize that the colonists were unhappy with British rule.			
Resources:				

### [SS.8.A.3.3:](#)

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

**Remarks/Examples:** Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.c:</a>	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.			
<a href="#">SS.8.A.3.Su.c:</a>	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.			
<a href="#">SS.8.A.3.Pa.c:</a>	Recognize a Founding Father, such as George Washington.			
Resources:				

### [SS.8.A.3.4:](#)

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**Remarks/Examples:** Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.d:</a>	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.Su.d:</a>	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.			
<a href="#">SS.8.A.3.Pa.d:</a>	Recognize ways groups help during times of war.			
Resources:				

### [SS.8.A.3.5:](#)

Describe the influence of individuals on social and political developments during the Revolutionary era.

**Remarks/Examples:** Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.e:</a>	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.			
<a href="#">SS.8.A.3.Su.e:</a>	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.			
<a href="#">SS.8.A.3.Pa.e:</a>	Recognize that an individual can influence social developments.			
Resources:				

### [SS.8.A.3.6:](#)

Examine the causes, course, and consequences of the American Revolution.

**Remarks/Examples:** Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.f:</a>	Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.			
<a href="#">SS.8.A.3.Su.f:</a>	Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.			
<a href="#">SS.8.A.3.Pa.f:</a>	Recognize that the colonists were unhappy with British rule.			
Resources:				

**[SS.8.A.3.7:](#)**

Examine the structure, content, and consequences of the Declaration of Independence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.g:</a>	Identify important content of the Declaration of Independence.			
<a href="#">SS.8.A.3.Su.g</a>	Recognize the key ideas included in the Declaration of Independence.			
<a href="#">SS.8.A.3.Pa.g:</a>	Recognize freedom as a goal of the Declaration of Independence.			
Resources:				

[SS.8.A.3.8:](#)

Examine individuals and groups that affected political and social motivations during the American Revolution.

**Remarks/Examples:** Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.h:</a>	Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.			
<a href="#">SS.8.A.3.Su.h:</a>	Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.			
<a href="#">SS.8.A.3.Pa.h:</a>	Recognize ways groups help during times of war.			
Resources:				

[SS.8.A.3.9:](#)

Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.i:</a>	Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.			
<a href="#">SS.8.A.3.Su.i:</a>	Recognize that the Articles of Confederation set up a weak central government.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.3.Pa.i:</a>	Recognize that people can work together to set up a government.			
Resources:				

### [SS.8.A.3.10:](#)

Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.3.In.j:</a>	Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.			
<a href="#">SS.8.A.3.Su.j:</a>	Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.			
<a href="#">SS.8.A.3.Pa.j:</a>	Recognize a way individuals or groups reach agreement.			
Resources:				

### [SS.8.A.3.11:](#)

Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.



### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.k:</a>	Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.			
<a href="#">SS.8.A.3.Su.k:</a>	Recognize that some people supported and others opposed the Constitution.			
<a href="#">SS.8.A.3.Pa.k:</a>	Recognize a way individuals or groups reach agreement.			
Resources:				

### [SS.8.A.3.12:](#)

Examine the influences of George Washington's presidency in the formation of the new nation.

Remarks/Examples: Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.7.C.3.In.c:</a>	Identify the major function of the three branches of the United States government established by the Constitution.			
<a href="#">SS.7.C.3.Su.c:</a>	Recognize the major function of the three branches of the United States government.			
<a href="#">SS.7.C.3.Pa.c:</a>	Recognize that the United States government has three parts.			
Resources:				

### [SS.8.A.3.13:](#)

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

**Remarks/Examples:** Examples may include, but aren't limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges. Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.m:</a>	Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).			
<a href="#">SS.8.A.3.Su.m:</a>	Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).			
<a href="#">SS.8.A.3.Pa.m:</a>	Recognize that new leaders bring changes to the country.			
Resources:				

[SS.8.A.3.14:](#)

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**Remarks/Examples:** Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.n:</a>	Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.Su.n:</a>	Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.			
<a href="#">SS.8.A.3.Pa.n:</a>	Recognize that new leaders bring changes to the country.			
Resources:				

### [SS.8.A.3.15:](#)

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.3.In.o:</a>	Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.			
<a href="#">SS.8.A.3.Su.o:</a>	Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.			
<a href="#">SS.8.A.3.Pa.o:</a>	Recognize an aspect of the quality of life.			
Resources:				

### [SS.8.A.3.16:](#)

Examine key events in Florida history as each impacts this era of American history.

**Remarks/Examples:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.8.A.3.In.p:</u></a>	Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.			
<a href="#"><u>SS.8.A.3.Su.p:</u></a>	Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.			
<a href="#"><u>SS.8.A.3.Pa.p:</u></a>	Recognize a consequence of a key event in Florida during this era of American history.			
Resources:				

#### [SS.8.A.4.1:](#)

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.8.A.4.In.a:</u></a>	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.			
<a href="#"><u>SS.8.A.4.Su.a:</u></a>	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.			
<a href="#"><u>SS.8.A.4.Pa.a:</u></a>	Recognize a consequence of America's westward expansion.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.8.A.4.2:](#)

Describe the debate surrounding the spread of slavery into western territories and Florida.

**Remarks/Examples:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.b:</a>	Identify reasons why people supported or opposed slavery in the western territories and Florida.			
<a href="#">SS.8.A.4.Su.b:</a>	Recognize why people supported or opposed slavery in the western territories and Florida.			
<a href="#">SS.8.A.4.Pa.b:</a>	Recognize that groups did not agree about slavery.			
Resources:				

[SS.8.A.4.3:](#)

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Remarks/Examples:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.c:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark,			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
	Sacajawea, Native Americans, slaves, and Chinese immigrants.			
<a href="#"><u>SS.8.A.4.Su.c:</u></a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.			
<a href="#"><u>SS.8.A.4.Pa.c:</u></a>	Recognize a consequence of America's westward expansion.			
Resources:				

#### [SS.8.A.4.4:](#)

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

#### Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.8.A.4.In.d:</u></a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.			
<a href="#"><u>SS.8.A.4.Su.d:</u></a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.			
<a href="#"><u>SS.8.A.4.Pa.d:</u></a>	Recognize a consequence of America's westward expansion.			
Resources:				

#### SS.8.A.4.5:

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

#### **Remarks/Examples:**

Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.8.A.4.In.e:</u></a>	Identify how transportation changed America's economy in the 1800s.			
<a href="#"><u>SS.8.A.4.Su.e:</u></a>	Recognize how transportation changed America's economy in the 1800s.			
<a href="#"><u>SS.8.A.4.Pa.e:</u></a>	Recognize an effect of transportation.			

Resources:

#### SS.8.A.4.6:

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

#### **Remarks/Examples:**

Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#"><u>SS.8.A.4.In.f:</u></a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.			
<a href="#"><u>SS.8.A.4.Su.f:</u></a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.Pa.f:</a>	Recognize the benefit of an invention.			
Resources:				

#### [SS.8.A.4.7:](#)

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.g:</a>	Identify working conditions in textile mills in New England as they affected women and children.			
<a href="#">SS.8.A.4.Su.g:</a>	Recognize working conditions in textile mills in New England in the 1800s.			
<a href="#">SS.8.A.4.Pa.g:</a>	Recognize a characteristic of poor working conditions.			
Resources:				

#### [SS.8.A.4.8:](#)

Describe the influence of individuals on social and political developments of this era in American History.

#### **Remarks/Examples:**

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

Related Access Points



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.h:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.			
<a href="#">SS.8.A.4.Su.h:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.			
<a href="#">SS.8.A.4.Pa.h:</a>	Recognize a social justice issue.			
Resources:				

[SS.8.A.4.9:](#)

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Remarks/Examples:**

Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.i:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.			
<a href="#">SS.8.A.4.Su.i:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.			
<a href="#">SS.8.A.4.Pa.i:</a>	Recognize a social justice issue.			
Resources:				

### [SS.8.A.4.10:](#)

Analyze the impact of technological advancements on the agricultural economy and slave labor.

#### **Remarks/Examples:**

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.j:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.			
<a href="#">SS.8.A.4.Su.j:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.			
<a href="#">SS.8.A.4.Pa.j:</a>	Recognize the benefit of an invention.			
Resources:				

### [SS.8.A.4.11:](#)

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.4.In.k:</a>	Identify characteristics of slave life on plantations, including resistance efforts.			
<a href="#">SS.8.A.4.Su.k:</a>	Recognize characteristics of slave life on plantations.			
<a href="#">SS.8.A.4.Pa.k:</a>	Recognize a characteristic of slave life on a plantation.			
Resources:				

### [SS.8.A.4.12:](#)

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.4.In.l:</a>	Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.			
<a href="#">SS.8.A.4.Su.l:</a>	Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.			
<a href="#">SS.8.A.4.Pa.l:</a>	Recognize an unintended effect of a revolution.			
Resources:				

### [SS.8.A.4.13:](#)

Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.4.In.m:</a>	Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.			
<a href="#">SS.7.E.1.Su.c:</a>	Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.			
<a href="#">SS.7.E.1.Pa.c:</a>	Recognize a social justice issue.			
Resources:				

#### [SS.8.A.4.14:](#)

Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.4.In.n:</a>	Identify the major causes, events, and consequences of the women's suffrage movement.			
<a href="#">SS.8.A.4.Su.n:</a>	Recognize the major cause and consequences of the women's suffrage movement.			
<a href="#">SS.8.A.4.Pa.n:</a>	Recognize that women can vote.			
Resources:				

#### [SS.8.A.4.15:](#)

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.o:</a>	Identify literature that supported social reform in the era of westward expansion.			
<a href="#">SS.8.A.4.Su.o:</a>	Recognize stories and poems written to support social reform in the era of westward expansion.			
<a href="#">SS.8.A.4.Pa.o:</a>	Recognize that stories tell about the era of westward expansion.			
Resources:				

[SS.8.A.4.16:](#)

Identify key ideas and influences of Jacksonian democracy.

**Remarks/Examples:**

Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.p:</a>	Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.			
<a href="#">SS.8.A.4.Su.p:</a>	Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.			
<a href="#">SS.8.A.4.Pa.p:</a>	Recognize that new leaders bring change to the government.			
Resources:				

[SS.8.A.4.17:](#)

Examine key events and peoples in Florida history as each impacts this era of American history.

**Remarks/Examples:**

Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.q:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.			
<a href="#">SS.8.A.4.Su.q:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.			
<a href="#">SS.8.A.4.Pa.q:</a>	Recognize that Florida became a state.			
Resources:				

[SS.8.A.4.18:](#)

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Remarks/Examples:**

Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

## Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.4.In.r:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
	and runaway slaves, and the establishment of Florida as a territory and admittance as a state.			
<a href="#">SS.8.A.4.Su.r:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.			
<a href="#">SS.8.A.4.Pa.r:</a>	Recognize a contribution of a key group to Florida's culture.			
Resources:				

#### [SS.8.A.5.1:](#)

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.5.In.a:</a>	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.			
<a href="#">SS.8.A.5.Su.a:</a>	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.			
<a href="#">SS.8.A.5.Pa.a:</a>	Recognize that groups of people disagreed about slavery.			
Resources:				

#### [SS.8.A.5.2:](#)

Analyze the role of slavery in the development of sectional conflict.

**Remarks/Examples:**

Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.In.b:</a>	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.			
<a href="#">SS.8.A.5.Su.b:</a>	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.			
<a href="#">SS.8.A.5.Pa.b:</a>	Recognize that groups of people disagreed about slavery.			
Resources:				

**[SS.8.A.5.3:](#)**

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Remarks/Examples:**

Examples may include, but aren't limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.In.c:</a>	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.			



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.Su.c:</a>	Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.			
<a href="#">SS.8.A.5.Pa.c:</a>	Recognize that President Abraham Lincoln ended slavery.			
Resources:				

#### [SS.8.A.5.4:](#)

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.In.d:</a>	Identify the Union and Confederate States at the outbreak of the Civil War.			
<a href="#">SS.8.A.5.Su.d:</a>	Recognize the Union and Confederate States at the outbreak of the Civil War.			
<a href="#">SS.8.A.5.Pa.d:</a>	Recognize that states disagreed about slavery.			
Resources:				

#### [SS.8.A.5.5:](#)

Compare Union and Confederate strengths and weaknesses.

#### **Remarks/Examples:**

Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.In.e:</a>	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.			
<a href="#">SS.8.A.5.Su.e:</a>	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.			
<a href="#">SS.8.A.5.Pa.e:</a>	Recognize a strength of groups in a war.			

Resources:

### [SS.8.A.5.6:](#)

Compare significant Civil War battles and events and their effects on civilian populations.

#### **Remarks/Examples:**

Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.A.5.In.f:</a>	Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.			
<a href="#">SS.8.A.5.Su.f:</a>	Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.			
<a href="#">SS.8.A.5.Pa.f:</a>	Recognize a strength of groups in a war.			

Resources:

### [SS.8.A.5.7:](#)

Examine key events and peoples in Florida history as each impacts this era of American history.

**Remarks/Examples:**

Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.5.In.g:</a>	Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.			
<a href="#">SS.8.A.5.Su.g:</a>	Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.			
<a href="#">SS.8.A.5.Pa.g:</a>	Recognize an aspect of the quality of life during the time of the Civil War.			

Resources:

**[SS.8.A.5.8:](#)**

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.5.In.h:</a>	Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.A.5.Su.h:</a>	Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.			
<a href="#">SS.8.A.5.Pa.h:</a>	Recognize an aspect of the quality of life during Reconstruction.			
Resources:				

### [SS.8.C.1.1:](#)

Identify the constitutional provisions for establishing citizenship.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.a:</a>	Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.			
<a href="#">SS.8.C.1.Su.a:</a>	Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.			
<a href="#">SS.8.C.1.Pa.a:</a>	Recognize that people who are born in the United States are citizens.			
Resources:				

### [SS.8.C.1.2:](#)

Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.b:</a>	Identify different views held by colonists on self-government and rights and responsibilities of citizens.			
<a href="#">SS.8.C.1.Su.b:</a>	Recognize different views that colonists held about the rights and responsibilities of citizens.			
<a href="#">SS.8.C.1.Pa.b:</a>	Recognize a responsibility of citizens, such as keeping informed.			
Resources:				

### [SS.8.C.1.3:](#)

Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.c:</a>	Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.			
<a href="#">SS.8.C.1.Su.c:</a>	Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.			
<a href="#">SS.8.C.1.Pa.c:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.			
Resources:				

### [SS.8.C.1.4:](#)

Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.d:</a>	Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.			
<a href="#">SS.8.C.1.Su.d:</a>	Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.			
<a href="#">SS.8.C.1.Pa.d:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.			
Resources:				

### [SS.8.C.1.5:](#)

Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.e:</a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.			
<a href="#">SS.8.C.1.Su.e:</a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.			
<a href="#">SS.8.C.1.Pa.e:</a>	Recognize that the law guarantees individual rights.			
Resources:				

### [SS.8.C.1.6:](#)

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.1.In.f:</a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.			
<a href="#">SS.8.C.1.Su.f:</a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.			
<a href="#">SS.8.C.1.Pa.f:</a>	Recognize that men and women can vote in the United States.			
Resources:				

### [SS.8.C.2.1:](#)

Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.C.2.In.a:</a>	Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.			
<a href="#">SS.8.C.2.Su.a:</a>	such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.			
<a href="#">SS.7.G.3.Pa.a:</a>	Recognize that the government in the United States is based on freedom.			
Resources:				

### [SS.8.E.1.1:](#)

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

#### **Remarks/Examples:**

Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

#### Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.E.1.In.a:</a>	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.			
<a href="#">SS.8.E.1.Su.a:</a>	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.			
<a href="#">SS.8.E.1.Pa.a:</a>	Recognize that people work for incentives.			

Resources:

### [SS.8.E.2.1:](#)

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

#### Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.E.2.In.a:</a>	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.			
<a href="#">SS.8.E.2.Su.a:</a>	Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.			



Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.E.2.Pa.a:</a>	Recognize a contribution of a person to the economy.			
Resources:				

### [SS.8.E.2.2:](#)

Explain the economic impact of government policies.

#### **Remarks/Examples:**

Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.E.2.In.b:</a>	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.			
<a href="#">SS.8.E.2.Su.b:</a>	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.			
<a href="#">SS.8.E.2.Pa.b:</a>	Recognize that the government collects taxes.			
Resources:				

### [SS.8.E.2.3:](#)

Assess the role of Africans and other minority groups in the economic development of the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.E.2.In.c:</a>	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.E.2.Su.c:</a>	Recognize contributions of Africans or other minorities in the economic development of the United States.			
<a href="#">SS.8.E.2.Pa.c:</a>	Recognize a contribution of a person to the economy.			
Resources:				

[SS.8.E.3.1:](#)

Evaluate domestic and international interdependence.

**Remarks/Examples:**

Examples are triangular trade routes and regional exchange of resources.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.E.3.In.a:</a>	Identify examples of domestic and international interdependence, such as regional exchange of resources.			
<a href="#">SS.8.E.3.Su.a:</a>	Recognize ways that countries are interdependent, such as exchange of resources.			
<a href="#">SS.8.E.3.Pa.a:</a>	Recognize that groups depend on each other.			
Resources:				

[SS.8.G.1.1:](#)

Use maps to explain physical and cultural attributes of major regions throughout American history.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.1.In.a:</a>	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.1.Su.a:</a>	Use maps to recognize physical or cultural attributes of major regions of the United States.			
<a href="#">SS.8.G.1.Pa.a:</a>	Use a map to recognize a physical or cultural attribute of the United States.			
Resources:				

[SS.8.G.1.2:](#)

Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.1.In.b:</a>	Use appropriate geographic terms and tools to identify places and regions in American history.			
<a href="#">SS.8.G.1.Su.b:</a>	Use appropriate geographic tools to recognize places and regions of the United States.			
<a href="#">SS.8.G.1.Pa.b:</a>	Use a map to recognize a physical or cultural attribute of the United States.			
Resources:				

[SS.8.G.2.1:](#)

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**Remarks/Examples:**

Examples of physical elements are climate, terrain, resources.

Examples of human elements are religion, government, economy, language, demography.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.2.In.a:</a>	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.			
<a href="#">SS.8.G.2.Su.a:</a>	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.			
<a href="#">SS.8.G.2.Pa.a:</a>	Recognize the effect of a physical element of a place, such as climate or terrain, on people.			
Resources:				

[SS.8.G.2.2:](#)

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**Remarks/Examples:**

Examples are cataclysmic natural disasters, shipwrecks.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.2.In.b:</a>	Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.			
<a href="#">SS.8.G.2.Su.b:</a>	Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.2.Pa.b:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.			
Resources:				

[SS.8.G.2.3:](#)

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.2.In.c:</a>	Use geographic terms and tools to examine how selected regions in the United States have changed over time.			
<a href="#">SS.8.G.2.Su.c:</a>	Use geographic tools to identify a way that a region in the United States has changed over time.			
<a href="#">SS.8.G.2.Pa.c:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.			
Resources:				

[SS.8.G.3.1:](#)

Locate and describe in geographic terms the major ecosystems of the United States.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.3.In.a:</a>	Locate and identify characteristics of major ecosystems of the United States.			
<a href="#">SS.8.G.3.Su.a:</a>	Locate and recognize characteristics of selected major ecosystems of the United States.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.3.Pa.a:</a>	Recognize a characteristic of a major ecosystem.			
Resources:				

**[SS.8.G.3.2:](#)**

Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.3.In.b:</a>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.			
<a href="#">SS.8.G.3.Su.b:</a>	Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.			
<a href="#">SS.8.G.3.Pa.b:</a>	Recognize a resource as recyclable.			
Resources:				

**[SS.8.G.4.1:](#)**

Interpret population growth and other demographic data for any given place in the United States throughout its history.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.a:</a>	Identify changes in population for selected places in the United States over time.			
<a href="#">SS.8.G.4.Su.a:</a>	Recognize changes in population for selected places in the United States over time.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.Pa.a:</a>	Recognize that change is a characteristic of population.			
Resources:				

[SS.8.G.4.2:](#)

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.b:</a>	Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.			
<a href="#">SS.8.G.4.Su.b:</a>	Use geographic tools to recognize effects of migration within the United States, such as westward expansion.			
<a href="#">SS.8.G.4.Pa.b:</a>	Recognize that change is a characteristic of population.			
Resources:				

[SS.8.G.4.3:](#)

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.c:</a>	Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.			
<a href="#">SS.8.G.4.Su.c:</a>	Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.Pa.c:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.			
Resources:				

[SS.8.G.4.4:](#)

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.d:</a>	Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.			
<a href="#">SS.8.G.4.Su.d:</a>	Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.			
<a href="#">SS.8.G.4.Pa.d:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.			
Resources:				

[SS.8.G.4.5:](#)

Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.e:</a>	Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.			



<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.Su.e:</a>	Use geographic tools to recognize changes in cities and urban centers in the United States over time.			
<a href="#">SS.8.G.4.Pa.e:</a>	Recognize characteristics of a city.			
Resources:				

[SS.8.G.4.6:](#)

Use political maps to describe changes in boundaries and governance throughout American history.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.4.In.f:</a>	Use political maps to identify changes in boundaries of the United States throughout American history.			
<a href="#">SS.8.G.4.Su.f:</a>	Use political maps to recognize changes in boundaries of the United States throughout American history.			
<a href="#">SS.8.G.4.Pa.f:</a>	Use a map to recognize a boundary.			
Resources:				

[SS.8.G.5.1:](#)

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">SS.8.G.5.In.a:</a>	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.5.Su.a:</a>	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.			
<a href="#">SS.8.G.5.Pa.a:</a>	Recognize that people use natural resources to satisfy basic needs.			
Resources:				

[SS.8.G.5.2:](#)

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

**Remarks/Examples:**

Examples are deforestation, urbanization, agriculture.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.5.In.b:</a>	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.			
<a href="#">SS.8.G.5.Su.b:</a>	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.			
<a href="#">SS.8.G.5.Pa.b:</a>	Recognize the impact of a human modification on the environment.			
Resources:				

[SS.8.G.6.1:](#)

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.6.In.a:</a>	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.			
<a href="#">SS.8.G.6.Su.a:</a>	Use a map or other graphic representation to identify a geographic problem or change in the United States.			
<a href="#">SS.8.G.6.Pa.a:</a>	Use a map or other graphic representation to recognize a geographic change.			
Resources:				

### [SS.8.G.6.2:](#)

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

#### **Remarks/Examples:**

Examples are maps, graphs, tables.

### Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">SS.8.G.6.In.b:</a>	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.			
<a href="#">SS.8.G.6.Su.b:</a>	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.			
<a href="#">SS.8.G.6.Pa.b:</a>	Create a simple representation about a place or event in the United States.			
Resources:				

LAFS.68.RH.1.1:    Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.68.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1.1: Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.  
Establish and maintain a formal style and objective tone.  
Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[LAFS.8.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.			
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.			
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.			

[LAFS.8.SL.1.2:](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Related Access Points

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).			
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).			
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.			

### [LAFS.8.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.			
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.			
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.			

### [LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.			
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.			

### [MAFS.K12.MP.1.1:](#) **Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students

might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.5.1: Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external



mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.6.1: Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.8.C.2.4:** Critique school and public health policies that influence health promotion and disease prevention.

**Remarks/Examples:**

Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.			
<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.			

<b>Name</b>	<b>Description</b>	<b>Date(s) Instruction</b>	<b>Date(s) Assessment</b>	<b>Date Mastery</b>
<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.			