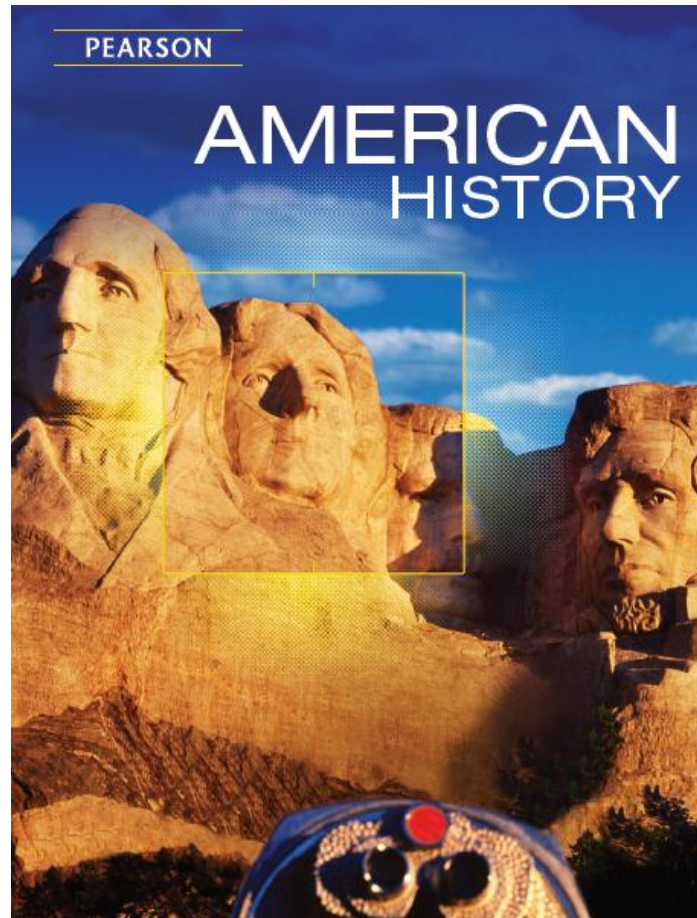


A Correlation of



©2016

To the

Colorado Academic Standards Social Studies, Grade 8

A Correlation of Pearson American History, ©2016, to the Colorado Academic Standards, Social Studies, Grade 8

Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets the Colorado Academic Standards, Social Studies, Grade 8.

Pearson is excited to announce its ***NEW American History*** program for middle grades! The program is designed to unlock the exciting story of our nation’s history with engaging stories, activities, and opportunities for drawing connections from the content to students’ own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectation: Eighth Grade	
Concepts and skills students master:	
1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	
Evidence Outcomes: Students can:	
a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4)	SE: Topic 1 Assessment, (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources) 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; 21 st Century Skills, Analyze Primary and Secondary Sources 793-794; Compare Viewpoints, 794-795
b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3)	SE: Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; Primary Sources, Assessment, (1. Compare and Contrast), 740
c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3)	SE: Topic 2.7 Assessment (1. Compare Points of View), 88; Two Poems: Langston Hughes, Assessment (2. Determine Author's Point of View), 765-766; "Glory and Hope": Nelson Mandela, Assessment (2. Determine Author's Point of View), 774; 21 st Century Skills, Interpret Sources (3. Evaluate the source for point of view and bias), 784; Compare Viewpoints, 794-795
d. Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3)	SE: Constructing an Argument, 1; Topic 1 Assessment (7. Locate and Use Valid Primary and Secondary Sources), 31

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Relevance and Application:	
1. The context and content from the past are used to make connections to the present such as connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads	SE: Topic 5.2 Assessment (1. Hypothesize), 191; Topic 6 Assessment (10. Analyze Impact of Transportation Systems), 272; Topic 8 Assessment (2. Explain the Significance of the Civil War), 364; Topic 9.2 Assessment (5. Generate Explanations), 377; Topic 10.1 Assessment (5. Summarize), 397; Topic 11 Assessment (8. Explain the Impact of Upton Sinclair), 476; Topic 13 Assessment (13. Identify the Continuing Effect of Social Security), 569
2. The historical method of inquiry is used to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.	SE: xxviii, please see, Social Studies Core Concepts: History Core Concepts @ www.PearsonRealize.com , American History, 2016.
Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Concepts and skills students master:	
2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	
Evidence Outcomes: Students can:	
a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2)	SE: Causes of the American Revolution—The Proclamation of 1763, 101; Causes of the American Revolution—The Stamp Act, 102-103; Topic 3 Assessment (11. Identify Major Events, Including Drafting the Declaration of Independence), 134; English Influences, 149-150; Topic 7 Assessment (4. Analyze How Fine Arts Depicted American Continuity and Change), 31, (14. Identify Points of View and Frames of Reference), 317; The Changing Perception of Slavery, Analyze Data, 332; Effects of the Civil War, 368-369; Topic 9.1 Assessment (1. Identify Central Issues), 372

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<p>b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3)</p>	<p>SE: Conflict Over Land, 100-101; The Rising Tide of Conflict, Analyze Charts, 106; The Boston Tea Party, 108-110; Economic Problems Lead to Change, 141-142; The Great Compromise, 144-145; A Conflict Over States’ Rights, 237-238; Economic Crisis and Political Changes, 240-242; Conflict With the Mexican Government, 260; Topic 6 Assessment (1. Identify Congressional Conflicts and Compromises), 271; Reform Movements, 298-301; Topic 7 Assessment (4. Analyze How Fine Arts Depicted American Continuity and Change), 316; Congress Reaches a Compromise, 324-325; The Nation Moves Toward Civil War, 336-337</p>
<p>c. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (DOK 1-2)</p>	<p>SE: The Battles of Lexington and Concord, 111-112; The War Comes to Boston, 114-115; Early Challenges for the Continental Army, 120-121; Fighting for Independence in the Southern Colonies and at Sea, 127-129; Creating a Stable Economy, 183; The Bank War, 239-240; Economic Crisis and Political Changes, 240-242; War Challenges and Fuels the Northern Economy, 352-353</p>
<p>d. Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)</p>	<p>SE: Women Contribute to the War Effort, 124-125; African Americans in the War, 125-126; Native Americans and the Spanish Choose Sides, 126-127; Topic 3 Assessment (16. Contributions of Women), 134, (17. Contributions of African Americans), 135; Child Labor, 280; Southern African Americans, 294-295; Women Gain New Opportunities, 309-310; Topic 7 Assessment (5. Describe the Women’s Rights Movement), 316; African Americans Fight Heroically for the Union, 350-351; Contributions of Women to the War Effort, 354-355; African Americans, 379</p>

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<p align="center">Colorado Academic Standards Social Studies Standards</p>	<p align="center">Pearson American History Middle Grades, ©2016</p>
<p>e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)</p>	<p>SE: Tensions with Britain, 100-104; The Rising Tide of Conflict, Analyze Charts, 106; Declaring Independence, 116-119; Topic 3 Assessment, 4. Analyze Causes of the American Revolution, 132; The Causes of the War of 1812, 209-210; The Effects of the War of 1812, 213-214; Topic 5 Assessment (16. Explain Cause of War of 1812), 226; A Conflict Over States’ Rights, 237-238; Topic 6 Assessment (8. Explain Causes of War), 271; Effects of the Civil War, 368-369; The Causes and Effects of Reconstruction, 369-370; Topic 9 Assessment (9. Describe the Effects of the Civil War), 386</p>
<p>f. Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3)</p>	<p>SE: The Federalists and the Antifederalists, 152-153; Federalism, 189; The Federalist Era Comes to a Close, 195; Democracy Expands, 230-231; Social Reform Movements, 299-300; Abolitionism Gains Momentum, 303-305; A Women’s Movement Organizes, 308-309; The Development of Transcendentalism, 314; Topic 7 Assessment (5. Describe the Women’s Rights Movement), 316</p>
<p>Relevance and Application:</p>	
<p>1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.</p>	<p>SE: Understanding the Constitution, 157-167; Amending the Constitution, 168-171; Citizens’ Rights and Responsibilities, 172-175; Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom), 177</p>

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2. Technological developments continue to evolve and impact the present. For example, communication media has evolved from printing, telegraph, early photography and continues to continue to evolve, in transportation of scientific discoveries	SE: Building Better Roads, 250-251; The Age of Steam, 251-252; Canals Connect the Country, 252-253; The Industrial Revolution Begins, 276-277; Factories Come to America, 278-279; New Technological Innovations, 282-283; The Age of Steam Power, 283-285; Eli Whitney Invents the Cotton Gin, 290-291; Topic 7 Assessment (3. Explain Technology and Economic Growth), 316
Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Concepts and skills students master:	
1. Use geographic tools to analyze patterns in human and physical systems	
Evidence Outcomes: Students can:	
a. Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3)	SE: This objective is addressed throughout the text. For examples, see the following: The Silk Road, Analyze Maps, 19; The Triangular Trade, Analyze Maps, 86; First Battles of the Revolution, Analyze Maps, 112; Louisiana Purchase, 1803, Analyze Maps, 200; The Civil War in the East, Analyze Maps, 344; The Civil War: Final Battles, Analyze Maps, 359; The Vote for Women, Analyze Maps, 460; The Dust Bowl, 563; The Vietnam War, Analyze Maps, 633
b. Describe the nature and spatial distribution of cultural patterns (DOK 1-2)	SE: Native American Culture Regions, Analyze Maps, 10; Topic 1.1 Assessment (3. Identify Patterns), 15; A Blend of Spanish and Indian Cultures, 41; Topic 2.1 Assessment (5. Summarize, 43); Native American Groups, 1820, Locate, 244; The Harlem Renaissance, Analyze Graphs, 539
c. Recognize the patterns and networks of economic interdependence (DOK 1-2)	SE: The Silk Road, Analyze Maps, 19; Economic Activity in New France, 46; Economics of the Colonial Regions, Analyze Charts, 75; Broad Powers Over Interstate Trade, 219-220; Expansion Leads to Trade With Japan, 480-481; Expanding Trade, 650-651; Increasing Global Trade, 680-681

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d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections (DOK 1-2)	SE: Adapting to and Modifying Environments, 5; Topic 1.1 Assessment (3. Identify Patterns), 15; Topic 1 Assessment (3. Analyze Environmental Influences on Settlement Patterns), 30; Spanish Settlements, 39-40; Two Regions Develop Differently, 72-74
e. Calculate and analyze population trends (DOK 2-3)	SE: Colonial Settlers’ Origins, Analyze Charts, 52; The New England Colonies, Analyze Graphs, 58; Urban Growth & Industrialization, Analyze Graphs, 281; Southern Dependence on Agriculture, Analyze Data, 292; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Immigrant Groups 1840-1900, Analyze Graphs, 439; The Growth of Cities 1850-1920, Analyze Graphs, 443; Asian Immigration to the United States, Analyze Graphs, 465; Topic 11 Assessment (1. Analyze Changing Demographic Patterns in Cities), 475; Migration to the Sunbelt, 1950s, Analyze Maps, 614; Topic 15 Assessment (5. Analyze Migration Patterns), 642
Relevance and Application:	
1. The analysis and understanding of patterns found in human and physical systems helps to explain impacts on society such as the impact of migration patterns on regions.	SE: The Growth of San Francisco, 1848-1860, Analyze Charts, 269; Urban Growth & Industrialization, Analyze Graphs, 281; Immigrant Groups 1840-1900, Analyze Graphs, 439; The Growth of Cities 1850-1920, Analyze Graphs, 443; Effects of Rapid Urbanization, 444-445; The Great Migration, 1910-1940, Analyze Maps, 545; Topic 15 Assessment (5. Analyze Migration Patterns), 642; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 701
2. Technology is used to find, plot, and express the patterns found in human and physical systems that affect society such as population density and growth analyses, impact of deforestation, and human and environmental changes that affect world health.	SE: Advances in Science and Technology, 686-692; Topic 17 Assessment (10. Identify Causes and Effects of Innovations in Medicine), 701

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Prepared Graduates: Examine places and regions and the connections among them	
Concepts and skills students master:	
2. Conflict and cooperation occur over space and resources	
Evidence Outcomes: Students can:	
a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3)	SE: Culture and the Physical Characteristics of North America, 9-13; Topic 1.1 Assessment, 3. Identify Patterns, 15; The Social Order in New Spain, 41-42; Differing Views: Jefferson vs. Hamilton, Compare and Contrast, 189; The Roots of American Industrialization, Analyze Charts, 217; Social Reform Movements, 299-300; Topic 7 Assessment (6. Describe Sectional Differences in Human Characteristics), 316; Social Change, 531-535; Topic 15 Assessment (5. Analyze Migration Patterns, 642); Reaganomics, Analyze Graphs, 649; Employment Trends 2000-2014, Analyze Graphs, 684
b. Compare how differing geographic perspectives apply to a historic issue (DOK 1-2)	SE: Early Opposition to Slavery, 302-303; Abolitionism Faces Opposition, 305-306; Topic 7 Assessment (6. Describe Sectional Differences in Human Characteristics), 316; A Book Sways the North Against Slavery, 325; Violent Clashes Over Slavery in Kansas, 328-329; Taking Sides, 338-339
c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty (DOK 1-2)	SE: Topic 5 Assessment (14. Describe National Security Problems), 226; Westward Movement, 249-253; Oregon Country, 254-258; The Republic of Texas, 259-262; New Mexico Territory and California, 263-264; Manifest Destiny, 264-265; Growth of the United States to 1853, Analyze Maps, 267; The Growth of San Francisco 1848-1860, Analyze Charts, 269; The United States Expands in the Pacific, Analyze Maps, 484

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Relevance and Application:	
<p>1. Nations are working cooperatively or are engaged in conflict over the division and control of land, water, and other resources.</p>	<p>SE: Europeans Fight Over North American Land, 94-95; Conflict Over Land, 100-101; U.S. Interest in the Pacific, 481-482; American Influence in the Pacific, 484-486; Wilson Fights for the Treaty of Versailles, 518-520; The Allies Agree on a Strategy, 588-590; Postwar Alliances, 603-604</p>
<p>2. Individuals and groups make choices regarding the use of space and resources in society. For example, various nations and groups fought over the resources of the United States and businesses and individuals have raced for land and resources throughout history including the Gold Rush and the Western land rush.</p>	<p>SE: New France Is Colonized, 46-47; Roanoke and Jamestown, 49-50; Pennsylvania Becomes a Colony, 66-67; Settlement in the Carolinas and Georgia, 71-72; Conflict Over Land, 100-101; Debates Over Western Lands, 139-140; The Far West Fur Trade, 255-256; The California Gold Rush Begins, 268-269; Topic 6 Assessment (4. Analyze California Gold Rush), 271; Silver and Gold Mining, 390-391; Effects of Rapid Urbanization, 444-445</p>

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Standard: 3. Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Concepts and skills students master:	
1. Economic freedom, including free trade, is important for economic growth	
Evidence Outcomes: Students can:	
a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade (DOK 1-2)	SE: Growing Trade, 17; Trade in Africa and Eurasia, Analyze Charts, 20; Chinese Trade and Technology, 21-22; Trading Across the Atlantic, 86-87; American Shipping Faces Challenges, 203-205; America Imposes a Trade Embargo, Analyze Data, 205; A Painful Embargo, 205-206; Expansion Leads to Trade With Japan, 480-481; Increasing Global Trade, 680-681
b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade (DOK 1)	SE: Trading Kingdoms of West Africa, 20; Trade in Africa and Eurasia, Analyze Charts, 20; Trade Rivalries in the Region, 48; The Middle Colonies, Analyze Maps, 65; The Triangular Trade, 86; Expanding Trade, 650-651; Increasing Global Trade, 680-681
c. Explain effects of domestic policies on international trade (DOK 1-2)	SE: For related content, please see: Expanding Trade, 650-651; Increasing Global Trade, 680-681; Topic 17 Assessment (5. Identify Impact of Globalization), 700
d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)	SE: Creating a Stable Economy, 183; The Regional Impacts of Tariffs, 217-218; Topic 5 Assessment (19. Analyze Sectional Impact of Tariffs), 227; Anger Over Tariffs, 238; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 271; Increasing the Government's Role in the Economy, 457

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Relevance and Application:	
1. The understanding of trade and collaboration within the market economy is important to business and individual economic success.	SE: For related content, please see: Expanding Trade, 650-651; Increasing Global Trade, 680-681
2. Analysis of the positive and negative impacts of trade agreements is critical to a nation’s economy. For example, the Santa Fe Trail and the opening of trade with Japan in American history.	SE: Positive and Negative Consequences, 28-29; Topic 1 Assessment (6. Describe Negative Consequences of Columbian Exchange), (12. Describe Positive Consequences of Columbian Exchange), 31; Expansion Leads to Trade With Japan, 480-481; Limiting Trade with Japan, 580; Expanding Trade, 650-651; Increasing Global Trade, 680-681
3. Identification of the role of information as a good or service and its influence on production, trade, income, and technological advances aids businesses to operate efficiently.	SE: For related content, please see: Technological Innovations in Navigation, 17-18; African Cultures and Technologies, 19-20; Chinese Trade and Technology, 21-22; Topic 1 Assessment (10. Compare Effects of Technological Innovations in Navigation), 31; New Technological Innovations, 282-283; New Communication Technologies, 425-426; Topic 13 Assessment (3. Identify Effects of Technological Innovations), 568; Topic 17 Assessment (9. Explain Impact of Technological Innovations), 701
4. Innovation and invention create absolute or comparative advantage in trade.	SE: Technological Innovations in Navigation, 17-18; African Cultures and Technologies, 19-20; Chinese Trade and Technology, 21-22; Canals Connect the Country, 252-253; Yankee Clippers, 284; Topic 7 Assessment (3. Explain Technology and Economic Growth), 316

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Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Concepts and skills students master:	
2. Manage personal credit and debt (PFL)	
Evidence Outcomes: Students can:	
a. Identify and differentiate between purposes and reasons for debt (DOK 1-2)	SE: A Plan to Reduce the Debt, 181-182; The Impact of Prison Reform, 300; Farmers Suffer, 541; The Great Depression Sets In, 548-549; Criticism of the New Deal, 560; Topic 17 Assessment (12. Identify Effects of Debt), 701
b. Analyze benefits and costs of credit and debt (DOK 1-2)	SE: A Plan to Reduce the Debt, 181-182; The Impact of Prison Reform, 300; Farmers Suffer, 541; The Great Depression Sets In, 548-549; Topic 17 Assessment (12. Identify Effects of Debt), 701
c. Compare sources of credit (DOK 1-2)	SE: For related content, please see: Functions of the Second Bank of the United States, Analyze Charts, 239; The Bank War, 239-240; see also xxviii, Personal Finance Core Concepts, @www.PearsonRealize.com, American History, 2016.
d. Describe the components of a credit history (DOK 1)	SE: xxviii, please see Social Studies Core Concepts: Economics Core Concepts @ www.PearsonRealize.com, American History, 2016.
Relevance and Application:	
1. Technology aids in the research of purchases to find the lowest available cost, compare sources of credit, and track debt.	SE: xxviii, please see Social Studies Core Concepts: Economics Core Concepts @ www.PearsonRealize.com, American History, 2016.
2. Analysis of the cost of borrowing helps to determine how to manage debt for such items as higher education and automobile purchases.	SE: For related content, please see: A World Economic Crisis, 681-682; see also Personal Finance Core Concepts, @www.PearsonRealize.com, American History, 2016.
3. Technology is used to research credit history, credit scores, and the variables that impact a credit history to protect personal financial security.	SE: xxviii, please see Social Studies Core Concepts: Economics Core Concepts @ www.PearsonRealize.com, American History, 2016.

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Concepts and skills students master:	
1. Analyze elements of continuity and change in the United States government and the role of citizens over time	
Evidence Outcomes: Students can:	
a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes (DOK 1-2)	SE: Jefferson’s Leadership Redefines Government, 196-197; Social Reform Movements, 299-300; Fighting for Prohibition, 462; Topic 11 Assessment (5. Describe Causes and Effects of Urban Reforms), 476; A New Generation of Writers, 538-539; Topic 13 Assessment (2. Analyze Causes and Effects of the Changing Roles of Women), 568; African Americans in Government, Analyze Graphs, 623; South Africa Ends Apartheid, 660; Social Change, 696-698
b. Analyze the changing definition of citizenship and give examples of the expansion of rights (DOK 1-3)	SE: The Bill of Rights, 169-170; American Citizenship, 172-173; Responsible Citizenship, 174-175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; The Impact of the Fifteenth Amendment, 376; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment), 386; The Nineteenth Amendment, 460-461
c. Describe examples of citizens and groups who have influenced change in United States government and politics (DOK 1-2)	SE: An Era of Reform, 298-299; Abolitionism Gains Momentum, 303-305; Early Calls for Women’s Rights, 307-308; Topic 8 Assessment (8. Identify the Social Contributions of Women to American Society), 364; Fighting for Prohibition, 462; A Strong Leader, 621; Cooperation Yields Results, 624-625; The Women’s and Gay Rights Movements, 626-627

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<p>d. Evaluate the result of various strategies for political change over time (DOK 1-3)</p>	<p>SE: Reforms of the Radical Reconstruction Congress, 374; Radical Reforms Impact the South, 375; Political Problems and Legislative Reform, 380; Political Changes Impact the South, 382; The Political Impact of Reconstruction, 383; Topic 9 Assessment (10. Explain Political Problems During Reconstruction), 387; Progressive Reforms, 450-452; Topic 11 Assessment (7. Evaluate Effects of Progressive Political Reforms), 476</p>
<p>e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3)</p>	<p>SE: Topic 3 Assessment (13. Identify Colonial Grievances in the Declaration of Independence), 134; Topic 4.1 Assessment (2. Identify Central Issues), 142; Topic 4.6 Assessment (5. Draw Conclusions), 171; Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom), 177; Compare, 330; Declaration of Independence, Assessment, 729-730; Articles of Confederation, Assessment, 736; <i>Emancipation Proclamation</i>, Abraham Lincoln, Assessment, 759-760; "Four Freedoms": Franklin D. Roosevelt, Assessment, 767</p>
<p>f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally (DOK 1-2)</p>	<p>SE: Farmers Demand Fair Treatment, 141-142; Responsible Citizenship, 174-175; Abolitionism Gains Momentum, 303-305; Early Calls for Women’s Rights, 307-308; Women Struggle for Justice, 308-309; Workers Organize Unions, 421-422; The Path to Women’s Suffrage, 459-460; Topic 11 Assessment (16. Write About the Essential Question), 476; The Montgomery Bus Boycott, 620-621; Other Minorities Fight for Equality, 624-626; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Rights Movement), 643</p>

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Relevance and Application:	
<p>1. There are elements that contribute to continuity and change in order to maintain a free and democratic society. For example, the right to vote is fundamental in society, but who can vote has changed over time.</p>	<p>SE: Economic Problems Lead to Change, 141-142; Additional Amendments, 170; Democracy Expands, 230-231; Topic 6.1 Assessment (1. Hypothesize), 236; Topic 7 Assessment (4. Analyze How Fine Arts Depicted American Continuity and Change), 316; The Impact of the Fifteenth Amendment, 376; The Nineteenth Amendment, 460-461; The Federal Government Protects Civil Rights, 622</p>
<p>2. Individuals work collaboratively to research and advocate ideas regarding important issues facing society such as suffrage, the rights of workers, and the rights of children.</p>	<p>SE: Increased Suffrage, 231; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; A Women’s Movement Organizes, 308-309; Farmers React to High Railroad Prices, 396; Farming and the Economy, 404; Workers Organize Unions, 421-422; Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 431; The Muckrakers, 449-450; Women Gain Support, 460; Fighting for Prohibition, 462; The Crusade for Equality Continues, 621-623</p>

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Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
Prepared Graduates: Analyze the origins, structure, and functions of governments and their impacts on societies and citizens	
Concepts and skills students master:	
2. The place of law in a constitutional system	
Evidence Outcomes: Students can:	
a. Discern various types of law (DOK 1-2)	SE: For related content, please see: The Alien and Sedition Acts, 193-194; The Impact of the Temperance Movement, 300; Prohibition Becomes Law, 462; Social Security, 558
b. Evaluate the strengths and weaknesses of rule of law (DOK 1-2)	SE: For related material, please see, Social Studies Core Concepts: Government and Civics Core Concepts @www.PearsonRealize.com, American History, 2016
c. Describe and engage in various means of conflict management (DOK 1-3)	SE: For related content, please see: Topic 9 Assessment (16. Write About the Essential Question), 387
d. Explain the role and importance of the Constitution (DOK 1-2)	SE: Ideas That Influenced the Constitution, 148-151; Topic 4.5 Assessment (2. Generate Explanations), 167; Topic 4.6 Assessment (5. Draw Conclusions), 171; Topic 4 Assessment (6. Explain Grievances Addressed in U.S. Constitution), 176
e. Discuss the tensions between individual rights, state law, and national law (DOK 1-3)	SE: The Bill of Rights, 155-156; Seven Basic Principles, 159-160; State Government, 165-166; Upholding Individual Rights, 170; Topic 4 Assessment (14. Analyze the Principle of Individual Rights), 177; Western Expansion Heightens Tensions Over Slavery, 321
f. Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government (DOK 1-2)	SE: Supreme Court, 163-164; Topic 4 Assessment (12. Identify Origin of Judicial Review), 177; The Significance of the <i>Marbury v. Madison</i> Decision, 198; Topic 5.4 Assessment (2. Analyze Information), 206; Topic 5 Assessment (5. Analyze Congressional and Presidential Responses), 224

**A Correlation of Pearson American History, ©2016, to the
Colorado Academic Standards, Social Studies, Grade 8**

Colorado Academic Standards Social Studies Standards	Pearson American History Middle Grades, ©2016
g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good	SE: For related content, please see: Constructing an Argument, 1; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity; 14. Analyze the Principle of Individual Rights), 177; Generate Explanations, 301; Topic 7 Assessment (12. Evaluate Educational Reform, 14. Identify Points of Views and Frames of References) 317
Relevance and Application:	
1. Laws interact and may remain the same or change over time. For example, in a society with laws, leadership can change but the law remains the same.	SE: New Amendments, 155-156; The Legislative Branch—Congress, 160-162; Changing State Constitutions, 165-166; Additional Amendments, 170; Topic 4.6 Assessment (4. Hypothesize), 171; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177
2. Laws allow understanding of the proper course of action and consequences for not adhering to the law. For example, safety belts are required in automobiles for safety reasons and various government agencies regulate industries to protect the common good.	SE: Responsible Citizens Obey Laws and Rules, 174; The Muckrakers, 449-450; Selected Laws Passed During FDR’s First Three Months, 555