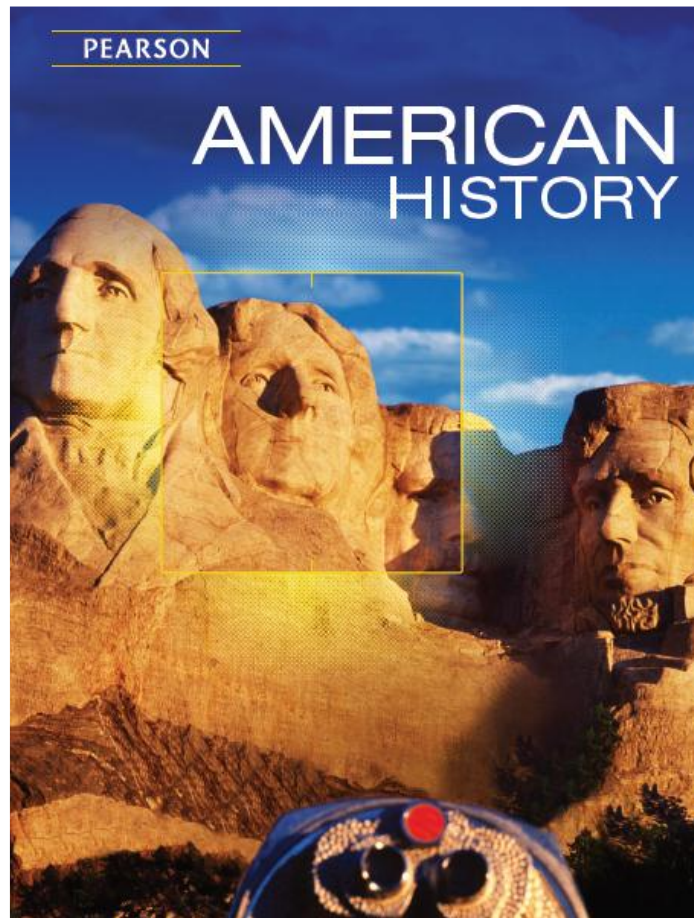


A Correlation of



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To

**Wisconsin's Model Academic
Standards for Social Studies**

End of Grade 8

A Correlation of American History, Middles Grades, ©2016 to Wisconsin’s Model Academic Standards for Social Studies, End of Grade 8

Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets Wisconsin’s Model Academic Standards for Social Studies, end of 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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<p align="center">Wisconsin’s Model Academic Standards for Social Studies</p>	<p align="center">American History ©2016</p>
<p>A. GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS</p>	
<p>CONTENT STANDARD: Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments</p>	
<p>PERFORMANCE STANDARDS</p>	
<p>By the end of grade eight, students will:</p>	
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p>SE: Analyze Maps: The New England Colonies, 62; Analyze Maps: The Middle Colonies, 65; Analyze Maps: The Southern Colonies, 71; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 90; Analyze Maps: Louisiana Purchase, 200; Analyze Maps: Route of Lewis and Clark, 201; Analyze Maps: Routes of Zebulon Pike, 203; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase), 225; Analyze Maps: Native American Groups, 244; Analyze Maps: New States, 1792-1819, 250; Analyze Maps: The Oregon Trail, 258; Analyze Maps: Growth of the United States to 1853, 267; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Analyze Maps: The Underground Railroad, 304; Analyze Maps: Choosing Sides, 339; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Analyze Maps: The Changing West: Cattle Trails, 399; Analyze Maps: The Vote for Women, 460; Analyze Maps: World Imperialism, 482; Analyze Maps: The Panama Canal, 496; Analyze Maps: Europe at War, 1914, 502; 21st Century Skills: Read Physical Maps, 789-790; Read Political Maps, 790-791; Read Special-Purpose Maps, 791-792; Use Parts of a Map, 792-793; Atlas, 806-820</p>
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p>SE: 21st Century Skills: Create Charts and Maps, 787-788; Use Parts of a Map, 792-793</p>

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A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density	SE: 21 st Century Skills: Read Physical Maps, 789-790; Read Political Maps, 790-791; Read Special-Purpose Maps, 791-792; Use Parts of a Map, 792-793; Atlas, 806-820
A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment	SE: For related materials, please see: Responding to Environmental Challenges, 687-689; Topic 17 Assessment (8. Identify Point of View), 701 Primary Source: <i>Silent Spring</i> : Rachel Carson, 771 21 st Century Skills: Interpret Sources, 784; Analyze Data and Models, 785-786; Give an Effective Presentation, 798-799
A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases	SE: The Environment Influences Economic Activity, 62; Daily Life in the Middle Colonies, 68; Two Regions Develop Differently, 72-74; The Cotton Kingdom, 290-291; Reliance on Agriculture, 291-293; Resource Conservation, 455
A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation	SE: The First Americans, 4-5; The Dust Bowl, 562-563

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<p>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p>	<p>SE: The First Americans, 4-5; The Middle East, 18-19; African Cultures and Technologies, 19-21; Chinese Trade and Technology, 21-22; Europe’s Renaissance, 22-23; The Columbian Exchange, 27-29; Topic 1 Assessment (6. Describe Negative Consequences of Columbian Exchange; 12. Describe Positive Consequences of Columbian Exchange), 31; The First French, Dutch and English Colonies, 44-53; The New England Colonies, 54-63; The Middle Colonies, 64-69; Westward Movement, 249-253; Oregon Country, 254-258; Manifest Destiny, 264-265; The California Gold Rush Begins, 268-269; The Effects of Migration to California, 269-270; Topic 6 Assessment (13. Explain Roots of Manifest Destiny), 272; Factories Come to America, 278-279; Ethnic Minorities in the North, 287-289; Reasons for Immigration, 436-437; The Immigrant Experience in America, 438-440; Moving South, 614; Topic 15 Assessment (5. Analyze Migration Patterns), 642; Social Change, 696-698; Topic 17 Assessment (13. Create Visual Presentations of Immigration), 701</p>
<p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p>	<p>SE: The Environment Influences Economic Activity, 62; Daily Life in the Middle Colonies, 68; Two Regions Develop Differently, 72-74; The Cotton Kingdom, 290-291; Building the Transcontinental Railroad, 392-393; A Cattle Kingdom on the Plains, 398-399; The Spread of Farming, 400-401; Effects of the Homestead Act, 401-402; Life on the Plains, 403-404; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities; 9. Explain How Physical Features Affected Transcontinental Railroad Construction), 431; Resource Conservation, 455; Places to Relax, 468; Construction Proves Challenging, 496-497; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 521</p>

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<p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</p>	<p>SE: Maya Pyramids, 4-6; Inca Civilization, 7-8; Anasazi Houses, 8-9; Mound Builders, 9; Cultures of the Arctic and Subarctic Regions, 11; Cultures of the California, Great Basin, and Plateau Regions, 11; Cultures of the Northwest Coastal Region, 12; Cultures of the Great Plains Region, 12; Cultures of the Eastern Woodland Region, 12-13; Independence Hall, 136-137; U.S. Capitol, 160; State Capitol Buildings, 165 and 219; The Statue of Liberty, 437-438; Touching the Sky, 467</p>
<p>A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment</p>	<p>SE: Chinese Trade and Technology, 21-22; Europe’s Renaissance, 22-23; A New World of Ideas, 83-84; The Age of Steam, 251-252; The Industrial Revolution and Life in the North, 276-289; Topic 7 Assessment (3. Explain Technology and Economic Growth; 11. Identify Impact of Industrialization on Life), 316-317; New Technologies, 425-429; Topic 10 Assessment (14. Analyze How Inventions Improved People’s Lives), 431; Touching the Sky, 467; Transportation Innovations, 467-468; The Automobile Changes America, 533-534; A New National Culture, 534-535; Life in the 1950s, 613-616; The Moon Landing, 637; Advances in Science and Technology, 686-692</p>
<p>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and</p>	<p>SE: A Global Economy, 679-685; Responding to Environmental Challenges, 687-689; Topic 17 Assessment (5. Identify Impact of Globalization), 700</p>

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Wisconsin’s Model Academic Standards for Social Studies	American History ©2016
nations	
B. HISTORY: TIME, CONTINUITY, AND CHANGE	
CONTENT STANDARD: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used	SE: Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; Topic 9 Assessment (6. Evaluate the Impact of Economic and Social Problems on Freedmen), 386; Topic 10 Assessment (11. Identify Points of View on Big Business), 431; Topic 11 Assessment (2. Describe Immigrant Optimism), 475; Topic 12 Assessment (13. Analyze Battle of Argonne Forest), 522; Topic 15 Assessment (3. Identify Bias), 642; Topic 17 Assessment (8. Identify Point of View), 701; Primary Sources: <i>Democracy in America</i> , Alexis de Tocqueville, 754-755; “I Will Fight No More Forever,” Chief Joseph, 761; <i>How the Other Half Lives</i> , Jacob Riis, 762-763; 21 st Century Skills: Analyze Primary and Secondary Sources, 793-794
B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history	SE: Causes of the American Revolution— The Proclamation of 1763, 101; Causes of the American Revolution—Mercantilism and Taxation, 102; Causes of the American Revolution—The Stamp Act, 102-103; Causes of the American Revolution— Townshend Acts, 104-105; The Boston Massacre; 105-106; The Boston Tea Party, 108-110; Topic 3 Assessment (4. Analyze Causes of the American Revolution), 132; An Orderly Expansion, 140-141; The Causes of the War of 1812, 209-210; The

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<p>(Continued) B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history</p>	<p>Effects of the War of 1812, 213-214; Topic 5 Assessment (16. Explain Cause of War of 1812), 226; Growing Tensions, 327-334; The Nation Moves Toward Civil War, 336-337; Costs of the Civil War, 362; War and Empire, 488-494; The Buildup to War, 500-501; The U.S. Moves Toward War, 505-507</p> <p>(Continued) The Costs of War, 515; Topic 12 Assessment (7. Identify the Causes of World War I), 521; The Downside of the 1920s, 541-542; Causes of the Crash, 547-548; Aggression Overseas and Isolationism at Home, 572-575; The United States Declares War, 580-581; The Devastation of World War II, 593-594; Topic 14 Assessment (3. Identify Rise of Japanese Militarism; 4. Identify Dictatorship Aggression; 6. Identify the Attack on Pearl Harbor), 595; The Aftermath of War, 601-603; Korea and Other Postwar Conflicts, 605-610; The Vietnam War Begins, 632-634; Terrorism and Wars Overseas, 670-674; Topic 17 Assessment (2. Identify Causes and Effects of the War in Afghanistan), 700 21st Century Skills: Analyze Cause and Effect, 777-778</p>
<p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p>	<p>SE: Causes of the American Revolution—The Proclamation of 1763, 101; Causes of the American Revolution—Mercantilism and Taxation, 102; Causes of the American Revolution—The Stamp Act, 102-103; Causes of the American Revolution—Townshend Acts, 104-105; The Boston Massacre; 105-106; The Boston Tea Party, 108-110; 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; Growing Tensions, 327-334; The Nation Moves Toward Civil War, 336-337; The Confederacy Surrenders at Appomattox, 361-362; The Nation Begins a New Chapter, 362; Costs of the Civil War, 362; The Aftermath of Reconstruction, 382-</p>

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<p>(Continued) B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p>	<p>385; War and Empire, 488-494; The Buildup to War, 500-501; The U.S. Moves Toward War, 505-507; The Costs of War, 515; Topic 12 Assessment (7. Identify the Causes of World War I), 521; Aggression Overseas and Isolationism at Home, 572-575; The United States Declares War, 580-581 (Continued) The Devastation of World War II, 593-594; Topic 14 Assessment (3. Identify Rise of Japanese Militarism; 4. Identify Dictatorship Aggression; 6. Identify the Attack on Pearl Harbor), 595; The Aftermath of War, 601-603; Korea and Other Postwar Conflicts, 605-610; The Vietnam War Begins, 632-634; Terrorism and Wars Overseas, 670-674; Topic 17 Assessment (2. Identify Causes and Effects of the War in Afghanistan), 700</p>
<p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p>	<p>SE: The Boston Massacre, 105-107; The Boston Tea Party, 108-110; King George III Strikes Back at Boston, 110-111; Opposing Sides at War, 113-114; Native Americans and the Spanish Choose Sides, 126-127; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Americans Divide Over Politics, 188-189; Disagreements on Important Issues, 189-190; The Origin of Political Parties, 190-191; A Conflict Over States’ Rights, 237-238; A History of Conflict and Prejudice, 243-244; Indian Removal, 244-246; Southern Native Americans on the Trail of Tears, 246-247; The Assassination of Abraham Lincoln, 370-371; Conservatives Resist Reform, 379-380; The Legal Struggle for Equality, 618-619; The Montgomery Bus Boycott, 620-621; The Crusade for Equality Continues, 621-623; The Women’s and Gay Rights Movement, 626-627; Declining Popularity, 694-695; Primary Sources: Debate Over Nullification, Webster and Calhoun, 755-756 21st Century Skills: Draw Inferences, 782-783; Compare Viewpoints, 794-795; Identify Bias, 795-796; Evaluate Existing Arguments, 796-797</p>

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<p>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</p>	<p>SE: Thomas Paine’s Common Sense, 116-117; Choosing Independence, 117-118; The Declaration of Independence, 118-119; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 134; Ideas That Influenced the Constitution, 148-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 176-177; United States Constitution, 706-727 Primary Sources: Declaration of Independence, 728-730</p>
<p>B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</p>	<p>SE: The Declaration of Independence, 118-119; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 134; Ideas That Influenced the Constitution, 148-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Topic 4 Assessment (13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 176-177; United States Constitution, 706-727; Primary Sources: Declaration of Independence, 728-730</p>

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<p>B.8.7 Identify significant events and people in the major eras of United States and world history</p>	<p>SE: An Orderly Expansion, 140-141; Washington’s Presidency, 180-187; John Adam’s Presidency, 192-195; Jefferson’s Presidency, 196-206; Madison and the War of 1812, 207-214; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington; 11. Explain Significance of Louisiana Purchase), 224-225; Women’s Rights, 307-310; Abraham Lincoln Leads the Republican Party, 331-332; The Leadership Roles of Lincoln and Davis, 341-342; The Gettysburg Address, 358; Topic 8 Assessment (6. Explain Role of Abraham Lincoln in the Civil War), 364; The Assassination of Abraham Lincoln, 370-371; The Square Deal, 455; The Panama Canal, 495-496; Entering the War, 505-510; The Noble Experiment, 531-532; Changes in Women’s Lives, 532-533; Causes of the Crash, 547-548; Roosevelt’s New Deal, 553-561; Life During the Depression, 562-567; The United States Declares War, 580-581; Atomic Bombs End the War with Japan, 592-593; Civil Rights, 617-627; Kennedy, Johnson, and Vietnam, 628-636; The End of the Cold War, 653-657; Terrorism and Wars Overseas, 670-674</p>
<p>B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</p>	<p>SE: Chinese Trade and Technology, 21-22; Europe’s Renaissance, 22-23; A New World of Ideas, 83-84; The Age of Steam, 251-252; The Industrial Revolution and Life in the North, 276-289; New Technologies, 425-429; The Automobile Changes America, 533-534; A New National Culture, 534-535; Life in the 1950s, 613-616; The Moon Landing, 637; New Discoveries, 686-687; Advances in Biology and Medicine, 689-690; A Networked World, 690-692</p>
<p>B.8.9 Explain the need for laws and</p>	<p>SE: Responding to Environmental</p>

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policies to regulate science and technology	Challenges, 687-689; Topic 17 Assessment (8. Identify Point of View), 701 Primary Source: <i>Silent Spring</i> : Rachel Carson, 771
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	SE: Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (2. Analyze Effect of Human Geographic Factors; 8. Analyze Reasons for and Impact of Civil Disobedience), 132-133; Topic 4 Assessment (4. Analyze the Great Compromise; 10. Analyze Three-Fifths Compromise), 176; Topic 5 Assessment (5. Analyze Congressional and Presidential Responses; 15. Analyze Conflict Resolution), 224-226; Topic 7 Assessment (8. Analyze Slavery’s Impact), 316; Topic 8 Assessment (3. Analyze the Fugitive Slave Act’s Impact), 364; Topic 10 Assessment (6. Create a Timeline of Conflict in the West), 430; Topic 11 Assessment (1. Analyze Changing Demographic Patterns in Cities; 4. Analyze Social Issues Affecting Urbanization; 13. Analyze Challenges Faced by Mexican Americans During the Progressive Era), 475-476; Topic 15 Assessment (12. Identify and Analyze Methods of Protest), 643; Regional Conflicts, 658-665; Topic 16 Assessment (2. Analyze Camp David Accords; 11. Evaluate NAFTA), 666-667
B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	SE: Mound Builders, 9; Cultures of the Eastern Woodlands Region, 12-13; Tensions on the Frontier, 244; The Indian Removal Act, 245-246; American Indians, 625-626
B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues	SE: Westward Movement, 249-253; Oregon Country, 254-258; The Republic of Texas, 259-262; New Mexico Territory and California, 263-264; Western Agriculture, 398-406; 21 st Century Skills: Sequence, 775; Categorize, 776-777; Generalize, 781

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C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY	
CONTENT STANDARD: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
<p>C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights</p>	<p>SE: The Foundations of Representative Government, 87-88; The Declaration of Independence, 118-119; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 134; An Orderly Expansion, 140-141; Ideas That Influenced the Constitution, 148-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 176-177; United States Constitution, 706-727; Primary Sources: Declaration of Independence, 728-730; 21st Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794</p>

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<p>C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system</p>	<p>SE: Ideas That Influenced the Constitution, 148-151; A Bill of Rights, 153-154; New Amendments, 155-156; The Preamble, the Articles, and the Amendments, 157-159; Seven Basic Principles, 159-160; The Bill of Rights, 169-170; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 13. Analyze Impact of First Amendment on Religious Freedom; 14. Analyze the Principle of Individual Rights; 15. Describe Importance of Free Speech and Free Press), 176-177; Landmark Supreme Court Cases, 197-198; Supreme Court Decisions Expand Federal Power, 219-220; The Impact of the Dred Scott Case, 329-330; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364; United States Constitution, 706-727; 21st Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793-794</p>
<p>C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused</p>	<p>SE: An Orderly Expansion, 140-141; The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; Preventing Abuse of Power, 164-165; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 12. Identify Origin of Judicial Review), 176-177; Supreme Court Decisions Expand Federal Power, 219-220</p>
<p>C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level</p>	<p>SE: The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; Preventing Abuse of Power, 164-165; State Government, 165-166; The Responsibilities of Local Government, 166-167; Topic 4 Assessment (5. Analyze Principle of Checks and</p>

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	Balances), 176-177
C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	SE: The Legislative Branch—Congress, 160-162; The Executive Branch—The President, 162-163; The Judicial Branch—The Supreme Court, 163-164; Preventing Abuse of Power, 164-165; The Bill of Rights, 169-170; The Rights and Responsibilities of Citizens, 173; Topic 4 Assessment (5. Analyze Principle of Checks and Balances; 14. Analyze the Principle of Individual Rights), 176-177; Supreme Court Decisions Expand Federal Power, 219-220
C.8.6 Explain the role of political parties and interest groups in American politics	SE: The Origin of Political Parties, 190-191; Political Power Goes to a Different Party, 194-195; Origin of New Political Parties, 233; The Whig Party, 233; The Democratic Party, 233-234; The Republican Party Challenges Other Parties, 331; Abraham Lincoln Leads the Republican Party, 331-332; Abraham Lincoln and the Election of 1860, 335-336; Progressive Reforms, 450-452
C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	SE: Citizens’ Rights and Responsibilities, 172-175; The Legal Struggle for Equality, 618-619; The Montgomery Bus Boycott, 620-621; The Crusade for Equality Continues, 621-623; Other Minorities Fight for Equality, 624-626; The Women’s and Gay Rights Movements, 626-627; Protests at Home, 634-635 21 st Century Skills: Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Participate in a Discussion or Debate, 798; Being an Informed Citizen, 802
C.8.8 Identify ways in which advocates participate in public policy debates	SE: Citizens’ Rights and Responsibilities, 172-175; The Bonus Army, 552; The Legal Struggle for Equality, 618-619; The Crusade for Equality Continues, 621-623;

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	Other Minorities Fight for Equality, 624-626; The Women’s and Gay Rights Movements, 626-627; Protests at Home, 634-635 21 st Century Skills: Political Participation, 802-803
C.8.9 Describe the role of international organizations such as military alliances and trade associations	SE: The Buildup to War, 500-501; The Crisis Begins, 501-502; Postwar Alliances, 603-604; A Worldwide Economy Develops, 679-681; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700 Primary Sources: Charter of the United Nations, 768-770; Universal Declaration of Human Rights, 770
D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION	
CONTENT STANDARDS: Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	SE: Creating a Stable Economy, 183
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	SE: A Thriving Economy, 68; Imports and Exports, 85; Foundations of the American Economy, 189; Promoting a Free-Enterprise System, 196-197; American Shipping Faces Challenges, 203-205; A Painful Embargo, 205-206; Creating a Stable Economy After the War, 216-219; The Factory System, 277; Free Enterprise and the Industrial Revolution, 279; The Debate Over Trusts, 418-419; Topic 10 Assessment (1. Analyze Supply and Demand in the Cattle Business), 430
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	SE: For related materials, please see: Economic Growth Under President Coolidge, 527-528; Postwar Prosperity, 611-613; A Global Economy, 679-685; Topic 17 Assessment (5. Identify Impact of Globalization), 700
D.8.4 Describe how investments in human	SE: Cities Expand, 281; The Railroad

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and physical capital, including new technology, affect standard of living and quality of life	Encourages Economic Growth, 392-394; Railroads Build a Nation, 396-397; The Age of Electricity, 427; Technology in Everyday Life, 427-428; Postwar Prosperity, 611-613; Life in the 1950s, 613-616; Advances in Biology and Medicine, 689-690
D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	SE: Foundations of the American Economy, 189; Promoting a Free-Enterprise System, 196-197; The Benefits of Free Enterprise, 285; The Muckrakers, 449-450; Topic 11 Assessment (8. Explain the Impact of Upton Sinclair), 476; The U.S. Moves Toward War, 505-507; Preparing for War, 507-508, Overseeing the War Effort, 508; Reforming the Economy, 555-557; Mobilizing for War, 582-583; Responding to Environmental Challenges, 687-689
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	SE: Alexander Hamilton and the National Debt, 181-183; Taxation Sparks the Whiskey Rebellion, 183-184; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; Taxation and Inflation, 353; Reforming the Economy, 555-557; Supporting Workers and the Elderly, 557-558; Johnson’s Great Society, 632; The Economy Suffers, 637-638; President Carter’s Administration, 646-647; A Weak Recovery, 683-685; Federal Deficits and Spending, 694; Economic Issues, 696 21 st Century Skills: Paying Taxes, 804-805
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	SE: The Far West Fur Trade, 255-256; The California Gold Rush Begins, 268-269; The Effects of Migration to California, 269-270; A Cattle Kingdom on the Plains, 398-399; The Spread of Farming, 400-401; Effects of the Homestead Act, 401-402; Life on the Plains, 403-404; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	SE: Andrew Carnegie Builds an Empire, 415; Rockefeller and the Oil Industry, 417; The Debate Over Trusts, 418-419; Automobile Production, 428; Topic 10

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	Assessment (10. Evaluate Contributions of Andrew Carnegie), 431
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	SE: Workers Respond to Challenges, 285-287; The Labor Movement, 420-424; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 431; Labor Faces Losses, 541-542
D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	SE: Creating a Stable Economy, 183; The Bank War, 239-240; Economic Crisis and Political Changes, 240-242; The Industrial Revolution Begins, 276-277; Workers Respond to Challenges, 285-287; The Debate Over Trusts, 418-419; Workers Organize Unions, 421-422; Organizing Garment Workers, 423; Labor Faces Challenges, 423-424; Increasing the Government’s Role in the Economy, 457; Protecting Competition, 457; Supporting Workers and the Elderly, 557-558; A Worldwide Economy Develops, 679-681; A World Economic Crisis, 681-683
D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	SE: For related materials, please see: Expanding Trade, 650-651; Increasing Global Trade, 680-681; Responding to Environmental Challenges, 687-689; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700; 21 st Century Skills: Draw Conclusions, 783-784; Solve Problems, 800-801; Make Decisions, 801-802; Being an Informed Citizen, 802; Voting, 803

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E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS AND CULTURES	
Content Standard: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	SE: For related materials, please see: The Impact of Educational Reform, 300-301; Equal Educational Opportunities, 618-619; Desegregating Schools, 619; 21 st Century Skills: Draw Inferences, 782-783; Interpret Sources, 784; Participate in a Discussion or Debate, 798; Make Decisions, 801-802; Being an Informed Citizen, 802
E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development	SE: Daily Life in Factory Towns, 279-280; Workers Respond to Challenges, 285-287; Ethnic Minorities in the North, 287-289; Southern Whites, 294; Women’s Rights, 307-310; Effects of the Homestead Act, 401-402; Gender Roles in Plains Indian Society, 408-409; Changing Working Conditions, 420-421; Women in the Workplace, 422-423; A New Wave of Immigration, 436-440; City Neighborhoods Defined by Status, 443-444; New Opportunities Arise, 461; Topic 11 Assessment (4. Analyze Social Issues Affecting Urbanization; 14. Identify the Effects of Urban Improvements), 475-476; Changes in Women’s Lives, 532-533; Social Change, 696-698
E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of	SE: Ethnic Minorities in the North, 287-289; Hardship for Native Americans, 407-413; A New Wave of Immigration, 436-440; Civil Rights, 617-627; A Networked World, 690-

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people	692; Social Change, 696-698
E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community	SE: The Settlement House Movement, 445-446; The Wisconsin Idea, 451; The McCarthy Era, 610; The Legal Struggle for Equality, 618-619; A Strong Leader, 621; Other Minorities Fight for Equality, 624-627; South Africa Ends Apartheid, 660
E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies	SE: The Settlement House Movement, 445-446; The Wisconsin Idea, 451; Fighting Segregation, 617-618; The Legal Struggle for Equality, 618-619; The Montgomery Bus Boycott, 620-621; Other Minorities Fight for Equality, 624-627; Democracy in Asia, 659
E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals	SE: “Lowell Girls,” 280; Child Labor, 280; Women Gain New Opportunities, 309-310; Child Labor, 420; Women in the Workplace, 422-423; A New Wave of Immigration, 436-440; City Neighborhoods Defined by Status, 443-444; Social Change, 696-698
E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society	SE: Native Americans and the Frontier, 243-244; Indian Removal, 244-246; Southern Native Americans on the Trail of Tears, 246-247; A Reaction Against Immigrants, 288; African Americans Face Discrimination, 288; Women’s Rights, 307-310; African Americans Fight Heroically for the Union, 350-351; The Problem of the Ku Klux Klan, 379-380; New Legislation Restricts African American Rights, 383-384; Topic 9 Assessment (4. Evaluate Jim Crow Laws), 386; Hardship for Native Americans, 407-413; Nativist Opposition, 440; The Path to Women’s Suffrage, 459-460; African Americans Face Discrimination, 462-464; Blocking Asian Immigration, 484-485; Discrimination Against American Indians, 465-466; Tensions Divide Americans, 543-546; Discrimination Continues, 617-618; The Legal Struggle for

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	Equality, 618-620; The Montgomery Bus Boycott, 620-621; The Crusade for Equality Continues, 621-623; Other Minorities Fight for Equality, 624-626; The Women’s and Gay Rights Movements, 626-627
E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups	SE: Newspapers Influence Public Opinion, 190; The Muckrakers, 449-450; News in Print, 471-472; Topic 11 Assessment (8. Explain the Impact of Upton Sinclair), 476; 21 st Century Skills: Compare Viewpoints, 794-795; Identify Bias, 795-796
E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world	SE: The Rise of Jazz Music, 537; The Harlem Renaissance, 539-540; Primary Sources: “I Have a Dream”: Martin Luther King, Jr., 772; “Letter from Birmingham Jail”: Martin Luther King, Jr., 772-773; “Glory and Hope”: Nelson Mandela, 774
E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding	SE: Colonial Art, Literature, and Music, 79-80; Arts and Literature, 311-315; A New Generation of Writers, 538-539; The Harlem Renaissance, 539-540; Literature and Arts During the Depression, 566-567; Rock-and-Roll, 615
E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved	SE: Democracy Expands, 230-231; Effects of Jacksonian Democracy, 235-236; Southern Whites, 294; Southern African Americans, 294-295; Slavery in the South, 295-296; Abolitionism, 302-306; Emancipation and Life in Wartime, 348-355; President Johnson’s Reconstruction Plan, 371-372; Radical Reconstruction, 373-377; Civil Rights, 617-627
E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes	SE: For related information, please see: 21 st Century Skills: Compare Viewpoints, 794-795; Identify Bias, 795-796; Evaluate Existing Arguments, 796-797; Consider and Counter Opposing Arguments, 797-798; Participate in a Discussion or Debate, 798; Solve Problems, 800-801; Make Decisions, 801-802

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E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed	SE: The Rise of Jazz Music, 537; The Harlem Renaissance, 539-540; Literature and Arts During the Depression, 566-567; Rock-and-Roll, 615
E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis	SE: Showing Fairness to All, 67; A New Religious Movement, 80-81; Assistance from Allies, 130; The Great Compromise, 144-145; An Era of Reform, 298-299; Social Reform Movements, 299-300; The Impact of Educational Reform, 300-301; Abolitionism Gains Momentum, 303-305; The Settlement House Movement, 445-446; Progressive Reforms, 450-452; Assisting Other Nations, 678; Fighting Disease, 690