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Social Studies 8 A

1. **Three Worlds Meet (14.29%)**

Learning Targets

1.1 **I can describe how climate change and land bridge formation led to migration from Asia.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe how climate change and land bridge formation led to migration from Asia.
3	Developing	I can explain how the change in climate formed the land bridge.
2	Basic	I can explain how the Paleo-Indians migrated to the New World
1	Minimal	I can give reasons why people from Asia migrated to the New World.
0	No Evidence	No evidence shown.

1.2 **I can compare and contrast the influence of geography on Native American cultures.**

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the influence of geography on Native American cultures.
3	Developing	I can connect native cultures to the regional environments in which they live.
2	Basic	I can give an example of a resource available to people living in different regions of North America.
1	Minimal	I can identify environmental factors in different regions of North America.
0	No Evidence	No evidence shown.

1.3 **I can describe how European and African historical eras changed society and influenced exploration.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe how European and African historical eras changed society and influenced exploration.
3	Developing	I can trace the evolution of European and African cultural development prior to Exploration.
2	Basic	I can describe the political systems within two historical eras of European history.
1	Minimal	I can list three historical eras in European history.
0	No Evidence	No evidence shown.

2. **European Exploration of the Americas (14.29%)**

Learning Targets

2.1 **I can explain new technologies and economic conditions that allowed Vikings and Portuguese to explore.**

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Learning Target	Descriptor	Definition
4	Proficient	I can explain new technologies and economic conditions that allowed Vikings and Portuguese to explore.
3	Developing	I can make connections between economic conditions and technologies which encouraged exploration.
2	Basic	I can describe how several inventions aided in world discovery.
1	Minimal	I can list two inventions that influenced world discovery.
0	No Evidence	No evidence shown.

2.2 I can explain how Christopher Columbus's voyages encouraged the Columbian Exchange and changed the lives of people in both the Americas and Europe.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how Christopher Columbus's voyages encouraged the Columbian Exchange and changed the lives of people in both the Americas and Europe.
3	Developing	I can describe two ways European exploration changed life in the Americas and in Europe.
2	Basic	I can map the direction products moved in the Columbian Exchange.
1	Minimal	I can list products that exchanged between Europeans and the new world.
0	No Evidence	No evidence shown.

2.3 I can identify European explorers of America (such as Magellan, Cartier, Champlain, LaSalle, Hudson, Cortes, Pizarro, de Leon, and Coronado) and link them with the regions explored, sponsor nation, and economic benefit of each region.

Learning Target	Descriptor	Definition
4	Proficient	I can identify European explorers of America (such as Magellan, Cartier, Champlain, LaSalle, Hudson, Cortes, Pizarro, de Leon, and Coronado) and link them with the regions explored, sponsor nation, and economic benefit of each region.
3	Developing	I can name ten explorers, their mother country and territories that they explored and resources sought.
2	Basic	I can name six explorers, their mother country and territories that they explored.
1	Minimal	I can name four explorers and territory that they explored.
0	No Evidence	No evidence shown.

2.4 I can compare and contrast slavery to other labor options (indentured servant and Native Americans) available at that time

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Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast slavery to other labor options (indentured servant and Native Americans) available at that time
3	Developing	I can explain the reasons slave labor was deemed necessary by Southern colonists.
2	Basic	I can describe conditions that slaves endured on the Middle Passage from Africa.
1	Minimal	I can list reasons that slaves were brought to America on the Middle Passage.
0	No Evidence	No evidence shown.

3. The English Colonies (14.29%)

Learning Targets

3.1 I can compare and contrast the lives and reasons for settlement of British colonists in three regions of North America.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the lives and reasons for settlement of British colonists in three regions of North America.
3	Developing	I can identify the reasons the English settled each of the three regions (New England, Middle and Southern) of the colonies.
2	Basic	I can explain geographical differences between the three regions of English settlement in North America.
1	Minimal	I can identify the three regions and some colonies of English settlement in North America.
0	No Evidence	No evidence shown.

3.2 I can identify seven colonial leaders, link them to the areas they helped to colonize, and state their contributions to the development of the colonies.

| Learning Target	Descriptor	Definition
4	Proficient	I can identify seven colonial leaders, link them to the areas they helped to colonize, and state their contributions to the development of the colonies.
3	Developing	I can identify six colonial leaders and link them to the areas they helped to colonize.
2	Basic	I can identify five colonial leaders within the three regions.
1	Minimal	I can identify four colonial leaders.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.3 I can explain why early attempts at colonization were challenging by providing four examples of historic evidence of people and place (Jamestown, Salem).

Learning Target	Descriptor	Definition
4	Proficient	I can explain why early attempts at colonization were challenging by providing four examples of historic evidence of people and place (Jamestown, Salem).
3	Developing	I can explain why early attempts at colonization were challenging by providing three examples of historic evidence.
2	Basic	I can list 4 difficulties early European colonists incurred in different regions.
1	Minimal	I can list 3 difficulties early European colonists incurred.
0	No Evidence	No evidence shown.

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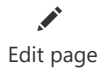
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4. **Research, Analyzing, and Writing (RAW) in the Social Studies (Jamestown)** (14.29%)

Learning Targets

4.1 **I can find, cite, and use credible sources within my work to support opinions and conclusions.**

Learning Target	Descriptor	Definition
4	Proficient	I can find, cite, and use credible sources within my work to support opinions and conclusions.
3	Developing	I can find, cite, and use credible sources within my own work correctly.
2	Basic	I can find and cite credible sources.
1	Minimal	I can find credible source(s).
0	No Evidence	No evidence shown.

4.2 **I can structure and produce an argument using several pieces of evidence from primary and secondary sources.**

Learning Target	Descriptor	Definition
4	Proficient	I can structure and produce an argument using several pieces of evidence from primary and secondary sources.
3	Developing	I can use primary and secondary sources to support an argument.
2	Basic	I can logically connect primary and secondary sources to an argument in an outline format.
1	Minimal	I can interpret primary and secondary sources and answer questions regarding those sources.
0	No Evidence	No evidence shown.

4.3 **I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3	Developing	I can develop and organize a response to a prompt with minimal errors in mechanics and conventions.
2	Basic	I can respond to a prompt with few errors in mechanics and conventions.
1	Minimal	I can respond to a prompt with multiple errors in mechanics and conventions.
0	No Evidence	No evidence shown.

5. **Seeds of Conflict and Revolution** (14.29%)

Learning Targets

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5.1 I can analyze the effect The English Bill of Rights, the Great Awakening, and Enlightenment had on colonial development.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the effect The English Bill of Rights, the Great Awakening, and Enlightenment had on colonial development.
3	Developing	I can give examples of the impact the English Bill of Rights, the Great Awakening, and Enlightenment had on shaping the thought of colonists.
2	Basic	I can describe political and economic terms corresponding to the Great Awakening, The English Bill of Rights, and the Enlightenment.
1	Minimal	I can define the movements of the English Bill of Rights, the Great Awakening, and Enlightenment.
0	No Evidence	No evidence shown.

5.2 I can explain and map the origins and outcome of conflict between European powers (such as the French and British) and identify the alliances specific Native American groups chose.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and map the origins and outcome of conflict between European powers (such as the French and British) and identify the alliances specific Native American groups chose.
3	Developing	I can describe the political motives of groups during the French and Indian War.
2	Basic	I can recognize general alliances formed during the French and Indian War and explain the political position of each.
1	Minimal	I can identify the groups involved in the French and Indian War.
0	No Evidence	No evidence shown.

5.3 I can describe the effect European conflicts had upon the English colonies in terms of geography and political taxation.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the effect European conflicts had upon the English colonies in terms of geography and political taxation.
3	Developing	I can explain the effects the French and Indian War had upon Europe, and the New world by recalling key people and events on a timeline.
2	Basic	I can list new problems colonists experienced as a result of the French and Indian War.
1	Minimal	I can identify territory gained by the British following the French and Indian War.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

5.4 I can describe the cause and effect that the British taxation and occupation had upon colonial life (Stamp Act, Tea Act, Boston Tea Party, and Boston Massacre, Intolerable Acts).

Learning Target	Descriptor	Definition
4	Proficient	I can describe the cause and effect that the British taxation and occupation had upon colonial life (Stamp Act, Tea Act, Boston Tea Party, and Boston Massacre, Intolerable Acts).
3	Developing	I can recall and explain colonial reactions to harsh British policies. (Boston Tea Party, and Boston Massacre)
2	Basic	I can explain the hardships that four British actions had upon colonial life following the French and Indian War.
1	Minimal	I can list three new taxes or conditions imposed upon the colonists by the British.
0	No Evidence	No evidence shown.

6. American Revolution (14.26%)

Learning Targets

6.1 I can compare and contrast the goals, actions, and results of the first and second Continental Congress.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the goals, actions, and results of the first and second Continental Congress.
3	Developing	I can explain and give an example of the goals, actions, and results of the first and second Continental Congress.
2	Basic	I can explain the goals and actions of the first and second Continental Congress.
1	Minimal	I can identify the goals of the first and second Continental Congress.
0	No Evidence	No evidence shown.

6.2 I can state five reasons and examples colonists gave for desiring independence directly from the Declaration of Independence.

Learning Target	Descriptor	Definition
4	Proficient	I can state five reasons and examples colonists gave for desiring independence directly from the Declaration of Independence.
3	Developing	I can state four political and economic reasons and examples colonists gave for desiring independence.
2	Basic	I can list three reasons for American independence.

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Learning Target	Descriptor	Definition
1	Minimal	I can identify what it means to be politically independent from Britain using two examples.
0	No Evidence	No evidence shown.

6.3 I can use significant vocabulary and people of the Revolutionary War (such as redcoats, patriots, minutemen, loyalists, mercenaries, Paine, and Franklin, to explain significant historical events of the Revolutionary War.

Learning Target	Descriptor	Definition
4	Proficient	I can use significant vocabulary and people of the Revolutionary War (such as redcoats, patriots, minutemen, loyalists, mercenaries, Paine, and Franklin, to explain significant historical events of the Revolutionary War.
3	Developing	I can explain how people influenced the Revolutionary War using key terms and vocabulary.
2	Basic	I can connect terms and people to major events of the Revolutionary War.
1	Minimal	I can identify important terms and people of the Revolutionary War.
0	No Evidence	No evidence shown.

6.4 I can explain the significance of major battles of the Revolutionary War, link their importance to location and people, and identify strategies each side used.

Learning Target	Descriptor	Definition
4	Proficient	I can explain the significance of major battles of the Revolutionary War, link their importance to location and people, and identify strategies each side used.
3	Developing	I can recall at least six major of battles of the Revolutionary War and explain the significance of the battle.
2	Basic	I can recall at least five major battles of the Revolutionary War and state which side won the battle.
1	Minimal	I can recall some of the battles of the Revolutionary War on a pre-marked map.
0	No Evidence	No evidence shown.

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7. Eastern US Geography and Contemporary Applications   (14.29%)

Learning Targets

7.1 I can use knowledge of physical and political US geography to analyze conflict and identify physical and political regional features on a map.

Learning Target	Descriptor	Definition
4	Proficient	I can use knowledge of physical and political US geography to analyze conflict and identify physical and political regional features on a map.
3	Developing	I can make mental comparisons of 85% of physical and political regional features on a map
2	Basic	I can identify 75% of physical and political regional features on a map.
1	Minimal	I can identify 60% of physical and political regional world features on a map.
0	No Evidence	No evidence shown.

7.2 I can examine a current event using several sources by investigating the origins of the event, connect past events to the present, and offer my opinion on how this event may impact myself and others.

Learning Target	Descriptor	Definition
4	Proficient	I can examine a current event using several sources by investigating the origins of the event, connect past events to the present, and offer my opinion on how this event may impact myself and others.
3	Developing	I can describe a current event, connect the event to a past event, and offer my opinion on it.
2	Basic	I can outline an event that is currently in the news and connect it to something in the past.
1	Minimal	I can state an event that is currently in the news.
0	No Evidence	No evidence shown.

Submitted on 8/2/2022 by