**U.S. History 7th & 8th Learning Targets: Quarter 1**

**Aligned with Missouri Course Level Expectations**

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| --- | --- |
|  | Status of Standard |
| Standard and Chapter in Book | **FBB** | **BB** | **B** | **Prof** | **Adv** |
| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

Settling the Colonies

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can name all 13 Colonies and categorize them as North or South. DOK 3 3a. A. SS3 1.6 1.9 1.10 |  |  |  |  |  |
| 2 | I can describe the difference between the economies of the Northern and Southern colonies . DOK 3.2 3a. J. SS3 1.10 N. 1.6 1.9 |   |  |  |  |  |
| 3 | I can list the social rankings of the early colonies and what differentiates one from the other. DOK 2 5. SS5 1.6 3.a SS3 1.10 |  |  |  |  |  |
| 4 |  I can explain why it was necessary to create Joint Stock Companies. DOK 2.3 3.a 1.6 1.9 1.10 |  |  |  |  |  |
| 5 | I can describe the "New England Way" (Pilgrims and Puritans) and why it was important. DOK 2 3a. T&U SS3 1.6 1.10 |  |  |  |  |  |
| 6 | I can explain why the House of Burgesses was important in early American history.DOK 3a,I SS3 1.6 1.9 |  |  |  |  |  |
| 7 | I can describe the Great Awakening, its major players, and its lasting influence. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 8 |  I can describe the Enlightenment, some of its adherents, and its lasting influence. DOK 3 SS1 A, 1.6 3.5 1.10 1.5 |  |  |  |  |  |

The Revolution

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can explain the two major impacts of the French and Indian War on the colonies. DOK 2 SS6 1.9 DOK 3 SS6 3.6  |  |  |  |  |  |
| 2 | I can describe the rights and traditions of an American Colonist as an Englishmen. DOK 3 SS1 1.6 1.9 |  |  |  |  |  |
| 3 | I can describe how most colonies were governed prior to the Revolutionary War. DOK 3 SS1 1.6 3.5  |  |  |  |  |  |
| 4  | I can list the American Colonists reaction to tighter control of the Colonies by England. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |

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| 5 | I can list the views contained in Thomas Paine's "Common Sense" that swayed the colonies to declare independence. DOK 3 SS1 1.10 1.5 1.6 |  |  |  |  |  |
| 6 | I can explain the purpose of the Declaration of Independence in securing individual rights. DOK 3 SS1 1.10 1.5 1.6 |  |  |  |  |  |

The Early Republic

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can name weaknesses of the Articles of Confederation and give examples of how these weaknesses manifested themselves. DOK 3 SS1 1.10 1.5 1.6 |  |  |  |  |  |
| 2 | I can explain how the Land Ordinance and Northwest Ordinance were used to create new states. DOK 2 SS3 1.10 |  |  |  |  |  |
| 3 | I can list and describe the major debates and resolutions/compromises at the Constitutional Convention. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 4 |  I can explain how the Federalist Papers led to the ratification of the Constitution. DOK 2 SS1 1.6 1.5 1.10 3.5 |  |  |  |  |  |
| 5 | I can name the individuals involved in the ratification process of the Constitution as well as who was aqainst it. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 6 | I can explain Jefferson's Statute for Religious Freedom and how it lead to the separation of "church and state". DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 7 |  I can explain the significance of the Bill of Rights in the ratification of the Constitution. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 8 | I can name the country whose revolution started soon after the writing of the American Constitution. DOK 2 SS6 1.9 |  |  |  |  |  |

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Jeffersonian Democracy

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can identify the conflict between Jefferson and Hamilton which evolves into two separate political parties. DOK 2&3 SS1 1.6 3.5 |  |  |  |  |  |
| 2 | I can compare and contrast the ideas of Jefferson and Hamilton. DOK 2 SS2 1.9 |  |  |  |  |  |
| 3 | I can identify the issues and areas of concern stated by George Washington in his farewell address. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 4 | I can name the causes of the Whiskey Rebellion. DOK 2 SS3 1.10 |  |  |  |  |  |
| 5 | I can understand the Alien and Sedition Acts and how they were a violation of the First Amendment. DOK 2 SS31.6 |  |  |  |  |  |
| 6 | I can compare and contrast the addresses from Jefferson's 1801 Inaugural Address, Washington's Farewell Address, and John Adams' July 4 1821 speech. DOK 2 SS31.6 1.10 |  |  |  |  |  |

**U.S. History 7th & 8th Learning Targets: Quarter 2**

**Aligned with Missouri Course Level Expectations**

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| --- | --- |
|  | Status of Standard |
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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

Age of Jefferson

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 |  I can explain the purpose of the Lewis and Clark Expedition. DOK 2 SS3 1.6 1.9 1.10 SS5 1.10  |  |  |  |  |  |
| 2 | I can name the goals of the Lewis and Clark Expedition. DOK 2 SS5 1.6 1.10 |  |  |  |  |  |
| 3 | I can describe the complaints waged by the War Hawks, and which regions they represent. DOK 2 SS5 1.6 |  |  |  |  |  |
| 4 | I can identify the key players in the war of 1812, why they went to war, and the results of the war. DOK 2&3 SS6 1.9 3.6 |  |  |  |  |  |
| 5 | I can name the factors leading to the War of 1812, and who fought on each side. DOK 3 SS6 3.6 |  |  |  |  |  |
| 6 | I can describe the physical features of the Great Plains. DOK 2 SS5 1.61.10 |  |  |  |  |  |
| 7 | I can infer the purpose, cause, and effect of the Louisiana Purchase. DOK 3 SS5 1.6 |  |  |  |  |  |
| 8 | I can explain the cause and effect of Judicial Review. DOK2&3 SS1 1.10 SS3 1.10 |  |  |  |  |  |
| 9 | I can list the improvements made in America as part of Clay’s American System. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |

The Age of Jackson

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can list and explain the three major issues Andrew Jackson faced in his presidency. DOK 2 SS3 1.10 |  |  |  |  |  |
| 2 | I can list the tribe affected by Jackson's 2 Indian Removal act and where the Indians were sent. DOK 2 SS3 1.6 |  |  |  |  |  |
| 3 | I can explain how the Cherokee and Seminole tribes reacted differently to the U.S. government's efforts to remove them from their land and how it affected Indian policv. DOK 2&3 SS6 3.6 1.9 |  |  |  |  |  |

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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |
| 4 | I can identify and explain the ways the  election of 1828 is considered the first of the modern election campaiqns. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 5 | I can explain how Jackson's "spoils system" S reflects his development of "Jacksonian Democracy”. DOK 3 SS1 1.6 3.5 |  |  |  |  |  |
| 6 | I can define the term "nullification" and how it applies to the conflicts between the states and the federal qovernment. DOK 3 SS5 1.6 SS6 3.6 |  |  |  |  |  |

Manifest Destiny – Growth in the U.S.

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can explain the process used by Texas to  become part of (annex) the United States, and the controversy surrounding it. DOK 2&3 SS5 1.10 1.6 |  |  |  |  |  |
| 2 | I can identify the primary cause of the Mexican-American War. DOK 3 SS6 1.6 |  |  |  |  |  |
| 3 | I can identify who was president at the outbreak of the Mexican-American War and why Americans considered the crossing of the Rio Grande River by the Mexican Army an act of war. DOK 2 & 3 SS6 1.9 3.6 |  |  |  |  |  |
| 4 | I can identify which group of Americans opposed the Mexican-American War. DOK 3 SS6 1.6 |  |  |  |  |  |
| 5 | I can identify the American who got a land grant from the Mexican government. DOK 3 SS5 1.6 |  |  |  |  |  |
| 6 | I can explain why Mexico gave land grants to Americans and where they were located. DOK 3 SS5 1.6 |  |  |  |  |  |

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| 7 | I can describe the influx and make-up of the 7 flood of immigrants during this time and the affect it had on the nation. DOK 3 SS5 1.6 |  |  |  |  |  |
| 8 | I can describe the Monroe Doctrine and its purpose. DOK 3 SS6 3.6 |  |  |  |  |  |

Social Change and Conflict

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can tell what happened to the educational system during this time and why. DOK 2 SS6 1.9 1.10 |  |  |  |  |  |
| 2 | I can recall who the movers and shakers of the Women's Movement were and their motivations and beliefs entailed. DOK 3 SS6 1.6 |  |  |  |  |  |
| 3 | I can relate how the Seneca Falls Convention came about and what was the fall-out there in. DOK 3 SS6 3.6 |  |  |  |  |  |
| 4 | I can name all the major players in the Abolitionist Movement and the influence each had. DOK 3 SS6 1.6 |  |  |  |  |  |
| 5 | I can list the major authors of the era and for what they were known. DOK 2 & 3 SS6 1.9 1.6 |  |  |  |  |  |

**U.S. History 7th & 8th Learning Targets: Quarter 3**

**Aligned with Missouri Course Level Expectations**

|  |  |
| --- | --- |
|  | Status of Standard |
| Standard and Chapter in Book | **FBB** | **BB** | **B** | **Prof** | **Adv** |
| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

 Road to the Civil War

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can trace the origins of slavery and its effect on black Americans including their political, social, religious, and economic development.  |  |  |  |  |  |
| 2 | I can explain the impact of the cotton gin on slavery and lace growth, and how it connected to cotton farming. |  |  |  |  |  |
| 3 | I can name the controls put on slaves by Southern Planters as well as Nat Turner and Denmark Vesey's attempt to change the lives of slaves.  |  |  |  |  |  |
| 4 | I can explain the social structure of the South prior to the Civil War. |  |  |  |  |  |
| 5 | I can explain the conflict that existed between state and federal government and their speeches leading to the Civil War.  |  |  |  |  |  |
| 6 | I can explain the Constitutional issues  posed by the Doctrine of Nullification and Succession.  |  |  |  |  |  |
| 7 | I can recall all the important details of the Missouri Compromise. |  |  |  |  |  |
| 8 |  I can understand both sides of the issue that the Wilmot Proviso attempted to address |  |  |  |  |  |
| 9 | I can list all the details of the Compromise of 1850 and the Kansas-Nebraska Act. |  |  |  |  |  |
| 10 | I can define what the Dred Scott decision was and on what grounds the legal argument was made.  |  |  |  |  |  |
| 11 | I can name the Senator that supported the Freeport Doctrine and what affect it had on the Democratic Party. |  |  |  |  |  |
| 12 | I can relate the significant details of Lincoln's "House Divided" speech and the Lincoln-Douglas debates.  |  |  |  |  |  |
| 13 | I can explain the outcome of the election of 1860 and the South's reaction to it. |  |  |  |  |  |

**U.S. History 7th & 8th Learning Targets: Quarter 3**

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|  |  |
| --- | --- |
|  | Status of Standard |
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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

Civil War

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can list the strengths and weaknesses of both the North and South during the Civil War.  |  |  |  |  |  |
| 2 | I can explain the reasons behind Robert E. Lee's choice of sides during the Civil War. |  |  |  |  |  |
| 3 |  I will be able to name all the main objectives of the North and South during the Civil War. |  |  |  |  |  |
| 4 | I will be able to state Lincoln's position on slavery based upon his second Inaugural address.  |  |  |  |  |  |
| 5 |  I can explain what the Emancipation Proclamation was and how it affected the war . |  |  |  |  |  |
| 6 | I can discuss Lincoln's major speeches including the Gettysburg Address and Emancipation Proclamation.  |  |  |  |  |  |
| 7 | I can discuss the views and lives of Grant, Lee, Davis, and the soldiers on both sides of the war.  |  |  |  |  |  |
| 8 | I can explain the role of black soldiers, regiments, and Buffalo Soldiers in the West.  |  |  |  |  |  |
| 9 |  I can tell about the effects of the draft law in the North. |  |  |  |  |  |
| 10 | I can explain the technological advances as well as the major cause of the death of troops.  |  |  |  |  |  |
| 11 | I can explain the cause of Lee's surrender and the agreement that took place at the Appomattox Courthouse.  |  |  |  |  |  |

**U.S. History 7th & 8th Learning Targets: Quarter 4**

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|  |  |
| --- | --- |
|  | Status of Standard |
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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

 The U.S. Constitution

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can explain the basic law making process and the process by which a bill (Appropriation Bills for instance) becomes a law.  |  |  |  |  |  |
| 2 |  I can say to what purpose and why the Electoral College was created.  |  |  |  |  |  |
| 3 | I can list the freedoms contained in the 1st Amendment.  |  |  |  |  |  |
| 4 | I can name the main principles incorporated in the Constitution.  |  |  |  |  |  |
| 5 | I will be able to recognize the Preamble to the Constitution and from it know where the final power of qovernment rests. |  |  |  |  |  |
| 6 | I can define what Federalism means and how it divides power in our overnment.  |  |  |  |  |  |
| 7 | I can tell how personal freedoms are protected in the Constitution |  |  |  |  |  |
| 8 | I can define what Popular Sovereignty means and how it is represented in the Constitution.  |  |  |  |  |  |
| 9 | I can list the enumerated powers in Articles 1, 2, and 3 of the Constitution.  |  |  |  |  |  |

Reconstruction

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can explain the Black Codes and Jim Crow Laws.  |  |  |  |  |  |
| 2 | I can explain the purpose of the 13th, 14th, and 15th Amendments and the reason they are called the "Civil War Ammendments".  |  |  |  |  |  |
| 3 | I can compare and contrast Lincoln's and congress's plans for Reconstruction. |  |  |  |  |  |

**U.S. History 7th & 8th Learning Targets: Quarter 4**

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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |
| 4 | I can relate what provisions were made to help the free blacks.  |  |  |  |  |  |
| 5 | I can describe what forms of labor replaced slavery for the free blacks in the South.  |  |  |  |  |  |
| 6 | I can name the goals of the Ku Klux Klan and why after a decline they regained their strength. |  |  |  |  |  |

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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |

Growth in the West – The Guilded Age

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | I can list the major goals of the Populist Party. |  |  |  |  |  |
| 2 | I can say why the Populist Party faded away and what caused the rise of the Democratic Party.  |  |  |  |  |  |
| 3 | I can list the reasons why black communities such as Nicodemus, Kansas were founded |  |  |  |  |  |
| 4 | I can list the important factors that lead to the formation of black regiments in the West.  |  |  |  |  |  |
| 5 | I can describe the major reason why the National Grange movement came about. |  |  |  |  |  |
| 6 | I can tell how the Native Americans were dealt with by the United States government.  |  |  |  |  |  |
| 7 | I can tell how the U.S. government  encouraged business as well as the building of the railroads and who labored to build them.  |  |  |  |  |  |
| 8 | I can name the leading multimillionaire entrepreneurs of the day, how they made their fortunes, and their philosophies on wealth.  |  |  |  |  |  |
| 9 | I can name the more notable inventors of the day and what they are credited with inventing.  |  |  |  |  |  |
| 10 | I can name the type of low income housing immigrants from the mid-1800's were forced to live . |  |  |  |  |  |
| 11 | I can say how social problems like the poor, immigrants (where the greatest number came from 1880-1900?), housing and qrowth of the cities were addressed.  |  |  |  |  |  |

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| **#** | **I Can …** | Far Below  | Below  | Basic | Proficient  | Advanced  |
| 12 | I can relate why labor unions opposed immigration and how this translated into qovernment action.  |  |  |  |  |  |
| 13 | I can explain the details behind how the air plane was invented . |  |  |  |  |  |