

## Social Studies Grade 8 PLD

### U.S. History and Geography: Colonization of North America to Reconstruction and the American West

Reporting Category	Below Basic	Basic	Proficient	Advanced
<b>Generic Descriptors</b>	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
<b>Colonialism (1600–1750)</b>	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Colonial period in America, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Colonial period in America below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political,	A student at this level demonstrates mastery by analyzing and drawing conclusions about the Colonial period in America at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Colonial period in America beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical argument; make inferences based on content knowledge; and apply

	<p>performance are not prepared for the next level of study.</p>	<p>and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the migratory, social, religious, political, and economic reasons for the founding of the original thirteen colonies; the impact of colonization on American Indians; and the impact of colonization on the development of the land that eventually became the United States. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
<p><b>Development of an American Republic</b></p>	<p>A student at this level demonstrates little to no</p>	<p>A student at this level demonstrates partial</p>	<p>A student at this level demonstrates mastery by</p>	<p>A student at this level demonstrates superior</p>

<p><b>(1720–1789)</b></p>	<p>mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the development of the Republic, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>mastery by identifying and comprehending aspects of the development of the Republic below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>analyzing and drawing conclusions about the development of the Republic at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the social, economic, and political events leading to the founding of the nation, with particular emphasis on events leading to U.S. independence. Students who achieve this level of academic performance, thinking</p>	<p>mastery by evaluating and applying information and drawing conclusions about the development of the Republic beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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			ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.	
<b>The Young Nation to the Divided Nation (1789–1850)</b>	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the Early Republic through the Antebellum period, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the Early Republic through the Antebellum period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and	A student at this level demonstrates mastery by analyzing and drawing conclusions about the United States from the Early Republic through the Antebellum period at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the Early Republic through the Antebellum period beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of

		<p>course-level content standards are minimally prepared for the next level of study.</p>	<p>social studies content by analyzing and explaining the struggles of a new nation, the political principles underlying the Constitution and the role of expanding the Constitution through Supreme Court decisions. The student also evaluates territorial expansion from the Louisiana Purchase up to the Compromise of 1850, the early development of U.S. foreign policy, with emphasis on the War of 1812, and the growth of slavery and the resulting controversies.</p> <p>Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
<p><b>The Civil War, Reconstruction, and Westward Expansion (1830–1890)</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the U.S.</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and</p>

	<p>events and concepts. The student does not show a basic understanding of the U.S. Civil War, Reconstruction, and westward expansion, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>the U.S. Civil War, Reconstruction, and westward expansion below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>Civil War, Reconstruction, and westward expansion at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions about social, economic, political, and cultural patterns from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by analyzing and explaining the causes, key events, and consequences of the Civil War and the political and social response to the character and lasting consequences of slavery through the reconstruction of United States. The student also evaluates of the social, political, and</p>	<p>drawing conclusions about the U.S. Civil War, Reconstruction, and westward expansion beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise a historical, argument; make inferences based on content knowledge; and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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