

Grade 8 Social Studies



Priority Standards and Instructional Units

Unit 1: Great Convergence

Investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, religion, ethnic group, age, economic status, religion, political group)	Supporting Standard
Describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people.	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Priority Standard
Evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction	Supporting Standard
Analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction	Supporting Standard
Demonstrate an understanding of patterns on Earth's surface using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models)	Priority Standard
Locate, in absolute or relative terms, landforms and bodies of water	Supporting Standard
Locate, interpret patterns on Earth's surface, and explain how different physical factors (e.g., rivers, mountains, seacoasts) impacted where human activities were located in the United States prior to Reconstruction	Supporting Standard
Describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use analyze cause-effect relationships between and among natural resources and political, social and economic development	Priority Standard
Describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted	Supporting Standard
Investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools)	Supporting Standard

Investigate interactions among human activities and the physical environment in the United States prior to Reconstruction	Supporting Standard
Describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration	Supporting Standard
Evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change	Supporting Standard
Explain how people used technology to modify the physical environment to meet their needs	Supporting Standard
Demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government	Supporting Standard
Compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)	Supporting Standard
Explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services	Supporting Standard
Analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services	Supporting Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influence behavior in the United States prior to Reconstruction	Supporting Standard
Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction	Supporting Standard
Explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction	Supporting Standard
Analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction	Supporting Standard
Analyze cause-effect relationships among financial decisions by individuals and groups and historical events	Supporting Standard
Demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet)	Priority Standard
Explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard

Describe how goods and services were exchanged and how supply and demand and competition determined prices	Supporting Standard
Examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed	Supporting Standard
Explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic)	Supporting Standard

Unit 2: Colonial America

Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Priority Standard
Analyze how exploration and the settlement of America caused diverse cultures to interact in various forms(e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction	Supporting Standards
Explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American revolution and proved instrumental in forging a new nation	Supporting Standard
Investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)	Priority Standard
Compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Supporting Standard
Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people	Supporting Standard
Describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use analyze cause-effect relationships between and among natural resources and political, social and economic development	Supporting Standard
Describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration	Supporting Standard
Explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers)	Supporting Standard
Investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools)	Supporting Standard
Investigate interactions among human activities and the physical environment in the United States prior to Reconstruction	Supporting Standard

Evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change	Supporting Standard
Locate, interpret patterns on Earth's surface, and explain how different physical factors (e.g., rivers, mountains, seacoasts) impacted where human activities were located in the United States prior to Reconstruction	Supporting Standard
Describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted	Supporting Standard
Explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction	Supporting Standards
Describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws (e.g., constitutions, laws statues)	Supporting Standard
Make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy	Supporting Standard
Demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government	Supporting Standard
Compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)	Supporting Standard
Compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (eg., media, literature, interviews, observations, documentaries, artifacts)	Supporting Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction	Priority Standard
Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives	Priority Standard
Analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction	Priority Standard
Explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services	Supporting Standard
Analyze cause-effect relationship among financial decisions by individuals and groups and historical events	Supporting Standard

Demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet)	Supporting Standard
Explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard
Describe how goods and services were exchanged and how supply and demand and competition determined prices	Supporting Standard

Unit 3: Revolutionary America

Investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)	Priority Standard
Compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction	Supporting Standard
Explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American	Supporting Standard
Describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration	Priority Standard
Evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change	Supporting Standard
Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Supporting Standard
Investigate interactions among human activities and the physical environment in the United States prior to Reconstruction	Supporting Standard
Describe how goods and services were exchanged and how supply and demand and competition determined prices	Supporting Standard
Analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction	Priority Standard
Analyze cause-effect relationships among financial decisions by individuals and groups and historical events	Supporting Standard
Explain how scarcity required individuals, groups and governments to make decisions about use of productive resources	Supporting

(e.g., natural resources, human resources and capital goods)	Standard
Compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy	Supporting Standard
Describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws (e.g., constitutions, laws, statutes)	Supporting Standard
Make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens	Supporting Standard
Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction	Priority Standard
Explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction	Supporting Standard

Unit 4: Constitution

Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Priority Standard
Analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, political group)	Priority Standard
Explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation)	Supporting Standard
Compare the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Supporting Standard
Describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., explorations, migration, trade, settlement, development) and land use analyze cause-effect relationships between and among natural resources and political, social and economic development	Supporting Standard
Investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools)	Supporting Standard
Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction	Priority Standard
Demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government	Priority Standard
Explain pros and cons of how citizen responsibilities (e.g., participate in community activities, vote in elections) and duties (e.g., obey the law, pay taxes, serve on a jury, register for the military) impact the U.S. government's ability to function as a democracy	Supporting Standard
Explain the political process established by the U.S. Constitution and ways the Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances	Supporting Standard

Examine ways the Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens	Supporting Standard
Analyze why the powers of the state and federal governments are sometimes shared and sometimes separated (federalism)	Supporting Standard
Compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy	Supporting Standard
Make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights of all citizens	Supporting Standard
Describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws (e.g., constitutions, laws, statutes)	Supporting Standard

Unit 5: New Republic

Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Priority Standard
Evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people	Priority Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g. gender, race, religion, ethnic group, age, economic status, religion, political group)	Priority Standard
Compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Priority Standard
Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction	Supporting Standard
Describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use analyze cause-effect relationships between and among natural resources and political, social, and economic development	Supporting Standard
Investigate interactions among human activities and the physical environment in the United States prior to Reconstruction	Supporting Standard
Investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools)	Supporting Standard
Describe advantages and disadvantages for human activities (e.g., exploration migration, trade, settlement) that resulted	Supporting Standard
Explain how people used technology to modify the physical environment to meet their needs	Supporting Standard
Describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction	Priority Standard
Analyze cause-effect relationships among financial decisions by individuals and groups and historical events	Supporting Standard

Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues	Supporting Standard
Analyze why the powers of the state and federal governments are sometimes shared and sometimes separated (federalism)	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy	Supporting Standard
Examine ways in which basic economic questions about the production, distribution and consumption of goods and services	Supporting Standard
Demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet)	Supporting Standard
Explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard
Analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction	Supporting Standard
Analyze cause-effect relationships among financial decisions by individuals and groups and historical events	Supporting Standard
Investigate the production and distribution of goods and services in the United States prior to Reconstruction	Supporting Standard
Explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services	Supporting Standard
Analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services	Supporting Standard
Demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbooks, Internet)	Supporting Standard
Analyze current events to compare geographic perspectives of today with those prior to Reconstruction	Supporting Standard
Evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change	Supporting Standard
Investigate interactions among human activities and the physical environment in the United States prior to Reconstruction	Supporting Standard

Demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government	Supporting Standard
Describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens b making, enacting and enforcing rules and laws (e.g., constitutions, laws, statutes)	Supporting Standard
Make inferences about an among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens	Supporting Standard
Examine ways the Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens	Supporting Standard

Unit 6: Westward Expansion

Locate, in absolute or relative terms, landforms and bodies of water	Supporting Standard
Describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration	Priority Standard
Demonstrate an understanding of patterns on Earth's surface using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models)	Supporting Standard
Explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers)	Supporting Standard
Describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet sources, textbooks, artifacts) to answer questions about, locate major historical events and people	Priority Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction	Supporting Standard
Analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction	Supporting Standard
Investigate, describe and analyze significant historical events and conditions in the U.S. prior Reconstruction drawing inferences about perspectives of different individuals and groups (e.g., gender, race, religion, ethnic group, age, economic status, religion, political group)	Priority Standard
Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Supporting Standard
Compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Supporting Standard
Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction	Supporting Standard

Unit 7: Civil War & Reconstruction

Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives	Priority Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction	Supporting Standard
Explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction	Supporting Standard
Examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed	Supporting Standard
Explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard
Describe how goods and services were exchanged and how supply and demand and competition determined prices	Supporting Standard
Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet sources, textbooks, artifacts) to answer questions about, locate major historical events and people	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)	Priority Standard
Evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction	Supporting Standard
Analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction	Supporting Standard
Investigate, describe and analyze significant historical events and conditions in the U.S. prior Reconstruction drawing inferences about perspectives of different individuals and groups (e.g., gender, race, religion, ethnic group, age, economic status, religion, political group)	Priority Standard
Compare the political , social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War	Priority Standard

Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction

Supporting
Standard