



## Functional Independence Social Studies Extended Grade Level Content Expectations GRADE 8 (January 2014)

This document includes the social studies Grade Level Content Expectations (GLCEs) taken from the Michigan Department of Education's document, entitled *Social Studies Grade Level Content Expectations, Grades K-8 (V.12/07)*. It also shows how Michigan educators extended the GLCEs for the student population taking the MI-Access Functional Independence (FI) social studies assessments.

<b>HOW TO USE THIS DOCUMENT</b>				
<b>Grade Level Content Expectation</b>	<b>Gen. Ed.</b>	<b>FI</b>	<b>Key Concepts</b>	<b>Extended GLCE</b>
<p>This column shows the original GLCEs. Each GLCE has a unique code, such as <b>8 – U.4.1.2</b>. Using this code as an example,</p> <ul style="list-style-type: none"> <li>• <b>8</b> = the grade,</li> <li>• <b>U</b> = the standard category (in this case U.S. History and Geography),</li> <li>• <b>4</b> = the era or process,</li> <li>• <b>1</b> = the standard, and</li> <li>• <b>2</b> = the expectation.</li> </ul>	<p>This column indicates the level at which the GLCE is assessed for the general education population, as indicated in the <b>Social Studies Alignment Project Clarification Document</b>. It will either have a <b>"C"</b> for "classroom and district level," or an <b>"S"</b> for "classroom, district, <b>and</b> state level."</p> <p>Only the GLCEs assessed at the state level were extended for the FI population.</p>	<p>This column indicates the level at which the extended GLCE (EGLCE) is assessed for the FI population.</p> <p>If this column has an <b>"S,"</b> it means the EGLCE is state assessable. If it has an <b>"NA,"</b> it either means (1) the original GLCE was classroom/district assessable and, therefore, was not extended for the FI population, or (2) the educators involved in the extension process determined it was not appropriate to assess the FI population on the GLCE at the state level, even after extension.</p> <p>In these instances, <b>"NA"</b> will also appear in the <b>"Key Concepts"</b> and <b>"Extended GLCE"</b> columns.</p>	<p>This column includes the key concepts measured by the EGLCE. To prepare this information, Michigan educators first reviewed the <b>"Sample Responses to the Focus Questions"</b> in the <b>Social Studies Alignment Project Clarification Document</b> and used that information to craft similar statements related specifically to the GLCE as extended.</p>	<p>This column contains the EGLCE as defined by Michigan educators. It reflects their best judgment regarding how the original, state-assessable GLCE should be reduced in depth, breadth, and complexity for the FI population.</p> <p>Each EGLCE in this column has a unique code, such as <b>U.4.FI.08.EG1.2</b>. Using this code as an example,</p> <ul style="list-style-type: none"> <li>• <b>U</b> = the standard category (in this case U.S. History and Geography),</li> <li>• <b>4</b> = the era or process,</li> <li>• <b>FI</b> = the MI-Access population being assessed,</li> <li>• <b>08</b> = the grade assessed,</li> <li>• <b>EG</b> = extended GLCE,</li> <li>• <b>1</b> = the standard, and</li> <li>• <b>2</b> = the expectation.</li> </ul> <p>The coding was designed to reflect both the original social studies GLCE coding and the coding for the existing MI-Access EGLCEs for English language arts, mathematics, and science.</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 – 1800s)</b>				
<b>STANDARD: U3.3 Creating New Government(s) and a New Constitution</b>  <b>Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]</b>				
<p><b>8 - U3.3.1</b> Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, and disputes over western lands).</p>	S	S	<p>The Articles of Confederation were written and adopted to provide guidance on—or written rules describing—how to run the newly formed nation.</p> <p>Sometimes, however, written rules do not accomplish what was intended or do not adequately address important issues. In these cases, the rules need to be revised or new rules need to be written.</p> <p>For example, during the period of the Articles of Confederation, the nation could not agree on the role of the central government and what to do with territories not part of the United States. In addition, there was no national army, no common currency, too much reliance on state governments for revenue, and no process to make revisions to the Articles. These are some of the reasons that the Articles of Confederation failed.</p>	<p><b>U.3.FI.08.EG3.1a</b> Identify one or more reasons why the new nation needed written rules (such as the Articles of Confederation) to follow (e.g., to help people work together, ensure the same rules for everyone, document agreed-upon values, etc.).</p> <p><b>U.3.FI.08.EG3.1b</b> Identify one problem the country faced under the Articles of Confederation (e.g., disagreement about the role of government, no common currency, reliance on state governments for revenue, etc.).</p>

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U3.3.2</b> Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)</p>	S	S	See U.3.FI.08.EG3.1b.	See U.3.FI.08EG3.1b.
<p><b>8 – U3.3.3</b> Describe the major issues debated at the Constitutional Convention, including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p>	S	S	<p>The Constitutional Convention brought leaders of the new nation together to address/correct the problems of the Articles of Confederation. It also addressed other issues facing the nation at the time, including the need to ensure representation (the right to vote), the rights of states to create their own laws, and disagreements regarding how slaves should be counted for purposes of representation.</p>	<p><b>U.3.FI.08.EG3.3</b> Identify and/or describe one or more of the issues debated at the Constitutional Convention (e.g., rights of the people, rights of the states, issues regarding slavery, etc.).</p>
<p><b>8 – U3.3.4</b> Explain how the new constitution resolved (or compromised) major issues, including the sharing, separating, and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; and the Great Compromise.</p>	S	S	<p>In order to address difficult issues (such as the balance of powers), early leaders of the country came together, discussed issues, and arrived at compromises to solve the new nation’s problems. This is an example of the democratic process at work.</p>	<p><b>U.3.FI.08.EG3.4</b> Demonstrate a basic understanding of the democratic process and how it was and/or continues to be used to solve problems.</p>

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U3.3.5</b> Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (<i>National Geography Standard 3, p. 148</i>)</p>	S	S	<p>Many colonists held differing views regarding how much power the national government should have. For example, the supporters of the Constitution called themselves “Federalists” because they favored a stronger national (or federal) government (these people included, among others, James Madison, Benjamin Franklin, and George Washington). Opponents of the ratification of the Constitution were called Anti-Federalists because they were opposed to a strong national (or federal) government (these people included, among others, Thomas Jefferson, and Patrick Henry).</p>	<p><b>U.3.FI.08.EG3.5</b> Demonstrate an understanding of the differing views held regarding the role of the federal government and/or identify one or more of the people who held those views.</p>
<p><b>8 – U3.3.6</b> Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)</p>	S	S	<p>The Constitution of the United States is a reflection of our core democratic values and constitutional principles. Many colonists believed, however, that as originally written, the Constitution did not adequately express the rights of individuals. Therefore, they requested that the Bill of Rights be added. (Particular emphasis may be placed on the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> amendments.)</p>	<p><b>U.3.FI.08.EG3.6</b> Demonstrate an understanding of individual rights as guaranteed in the Bill of Rights (e.g., freedom of speech, freedom of religion, freedom of the press, right to a speedy trial, etc.).</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U3.3.7</b> Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)</p>	S	S	<p>Some of the major concepts put forth in the Declaration of Independence—such as limited government, natural rights, bicameralism, and popular participation—are embedded in other documents (such as Thomas Paine’s <i>Common Sense</i> and the <i>Federalist Papers</i>). This is an example of how people long ago used a variety of sources to inform and hone their opinions. This practice continues to shape policy decisions today.</p>	<p><b>U.3.FI.08.EG3.7</b> Demonstrate an understanding that the Founding Fathers drew inspiration and ideas from other sources and/or that the practice continues to shape policy decisions today.</p>
<b>USHG ERA 4 EXPANSION AND REFORM (1792 – 1861)</b>				
<p><b>STANDARD: U4.1 Challenges to an Emerging Nation</b></p> <p><b>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</b></p>				
<p><b>8 – U4.1.1</b> Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)</p>	S	NA	NA	NA

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U4.1.2</b> Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (<i>National Geography Standard 13, p. 161</i>)</p>	S	S	<p>Treaties are written documents that clarify agreements between nations. Several treaties had a profound effect on the size of the United States.</p> <ul style="list-style-type: none"> <li>• The Louisiana Purchase (between the United States and France) doubled the size of the United States.</li> <li>• The Transcontinental Treaty established borders between Spain and the United States.</li> <li>• The Monroe Doctrine discouraged European powers from further colonization of the western hemisphere.</li> </ul>	<p><b>U.4.FI.08.EG1.2</b> Demonstrate an understanding of the purpose of treaties and/or the role they played in expanding the boundaries of the United States.</p>
<p><b>8 – U4.1.3</b> Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</p> <ul style="list-style-type: none"> <li>• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) (C3)</li> <li>• foreign relations (e.g., French Revolution, relations with Great Britain) (C3)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)</li> </ul>	S	S	<p>Competing ideas about what was in the best interest of the new nation resulted in the formation and strengthening of political parties. For example, Federalists favored a stronger central government, wanted a national bank, and believed laws could be created using a broad interpretation of the Constitution. Anti-Federalists, on the other hand, favored a government where the states and the people had more power than the federal government, were opposed to a national bank, and believed laws could only be created using a strict interpretation of the Constitution.</p>	<p><b>U.4.FI.08.EG1.3</b> Demonstrate an understanding of how and why political parties were created in the past and/or the role they continue to play in government today.</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>U4.1.4</b> Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCullouch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>). (C3, E1.4, 2.2)</p>	S	S	<p>The Supreme Court is the highest court in the United States. Its primary role is to interpret national laws and the Constitution. One important early ruling by the Supreme Court was that no state law could go against a federal law.</p>	<p><b>U.4.FI.08.EG1.4</b> Demonstrate an understanding that the Supreme Court was created by the Constitution and/or identify one or more of its functions (e.g., interpreting laws and determining conformity with the Constitution).</p>

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>STANDARD: U4.2 Regional and Economic Growth</b>				
<b>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</b>				
<p><b>8 – U4.2.1</b> Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of:</p> <ul style="list-style-type: none"> <li>• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (<i>National Geography Standard 14, p. 171</i>)</li> <li>• industry, including entrepreneurial development of new industries, such as textiles (E1.1)</li> <li>• the labor force including labor incentives and changes in labor forces (E1.2)</li> <li>• transportation, including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (<i>National Geography Standard 3, p. 148</i>)</li> <li>• immigration and the growth of nativism (<i>National Geography Standard 9, p. 160</i>)</li> <li>• race relations</li> <li>• class relations</li> </ul>	S	S	<p>The North and South developed in different ways in large part due to their location, climate, and resources (natural and human).</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• the North specialized in industry because of access to water power, a large population, a cooler climate, and poor farming conditions (i.e., a short growing season and rocky soil); and</li> <li>• the South specialized in agriculture (farming) because of a longer growing season, a smaller population, fertile soil, and a warmer climate.</li> </ul> <p>The way the North and the South developed subsequently affected regional policies and practices. For example, because of agriculture in the south and a smaller population, there was a greater need for a work force, which was often times met through slavery.</p>	<p><b>U.4.FI.08.EG2.1</b> Identify one or more differences between the North and the South prior to the Civil War (e.g., their geography/location, climate, economy, etc.) and/or demonstrate an understanding of how those differences affected regional policies and practices.</p>

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U4.2.2</b> The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p>	S	S	<p>A slave is a person who is bought and sold as property and who is forced to work against his or her will without pay.</p> <p>The institution of slavery in the United States challenged the ideals of the new American nation. Questions about equality, freedom, and justice were under constant debate as clearly a large number of “Americans” were not receiving the “blessings of liberty.”</p>	<p><b>U.4.FI.08.EG2.2</b> Demonstrate an understanding of slavery and how it challenged the ideals of the new American nation (e.g., that all people should be treated fairly, equally, and have freedom).</p>
<p><b>8 – U4.2.3</b> Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (<i>National Geography Standard 6, p. 154</i>)</p>	S	S	<p>The thirteen original colonies were settled on the east coast of the country. For many years, people stayed there, rarely venturing west of the Appalachian Mountains. However, as the country gained independence and began to grow, people wanted more land and needed more resources. So, they started moving west.</p> <p>Westward expansion also was due, in part, to a philosophy known as Manifest Destiny—or the belief that European Americans had the right and responsibility to extend the United States’ borders west to the Pacific Ocean and south to the Gulf of Mexico. This philosophy, and the actions that resulted from it, had many consequences, including the Mexican-American war and the forcing of American Indians from their native lands.</p>	<p><b>U.4.FI.08.EG2.3</b> Demonstrate an understanding of westward expansion and/or identify one or more reasons why it occurred (e.g., increased population, the need for more resources to support the growing population, and the belief that the United States had a right and responsibility to expand).</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U4.2.4</b> Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) <i>(National Geography Standard 13, p. 169)</i></p>	C	NA	NA	NA
<p><b>STANDARD: U4.3 Reform Movements</b></p> <p><b>Analyze the growth of antebellum American reform movements.</b></p>				
<p><b>8 – U4.3.1</b> Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p>	S	S	<p>In colonial times, the schooling of children was handled in different ways, depending on where a person lived. The northern colonies tended to favor public schools, the middle colonies tended to favor private schools, and the southern colonies had very few schools at all; instead, children were mostly taught by parents or tutors.</p> <p>Attitudes toward education, however, began to change in the late 1700s and throughout the 1800s. Two ordinances played a crucial role in bringing that change about: (1) the Land Ordinance of 1785 created the opportunity for every township in the new Western Territory to maintain public schools, and (2) the Northwest Ordinance of 1787 provided land in the Great Lakes and Ohio Valley regions for settlement (which were later broken into five states, including Michigan) and, in Article 3, stated that “Religion, morality, and knowledge being necessary to good government and the</p>	<p><b>U.4.FI.08.EG3.1</b> Demonstrate an understanding of how the American education system developed and/or the important role a free public education played in the past and continues to play today.</p>

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
		FI	<p>happiness of mankind, schools and the means of education shall forever be encouraged.”</p> <p>During the antebellum period (before the Civil War in 1861), support for a more uniform public education system grew substantially, in large part because people believed that education would (1) create a more informed voter base, thereby strengthening the democracy, (2) help diverse immigrant populations assimilate and become part of the American culture more quickly, (3) increase social stability, and (4) decrease crime and poverty.</p> <p>Horace Mann, publisher of “The Common School Journal” and the first secretary of the first State Board of Education in Massachusetts, was instrumental in spreading these beliefs.</p>	
<p><b>8 – U4.3.2</b> Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (<i>National Geography Standard 6, p. 154</i>)</p>	S	S	<p>Many people believed that slavery was wrong; therefore, they worked hard, and often at great risk, to abolish it. For example, John Brown was a white abolitionist who led an unsuccessful revolt against the institution of slavery; Harriet Tubman was a successful conductor of the underground railroad; and Frederick Douglass was a former slave who became an out-spoken abolitionist.</p>	<p><b>U.4.FI.08.EG3.2</b> Demonstrate an understanding of the people who fought against slavery and/or the reasons why some people wanted it to end.</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U4.3.3</b> Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p>	S	S	<p>During the antebellum period, women did not have the right to vote, nor were they granted many other rights that were extended to men (such as the right to hold political office, to attend college, or to control their own property). This strained against the core democratic value that “all men were created equal.”</p>	<p><b>U.4.FI.08.EG3.3</b> Demonstrate an understanding that women had limited rights in the antebellum period and/or identify the people who took steps to change that.</p>
<p><b>8 – U4.3.4</b> Analyze the goals and effects of the antebellum temperance movement. (C2)</p>	S	S	<p>Before the Civil War, whiskey was cheaper than milk or beer and often safer to drink than water (which was frequently contaminated). As a result, more people consumed whiskey and, ultimately, abused it. The antebellum temperance movement was an organized effort to end alcohol abuse and the problems associated with it.</p>	<p><b>U.4.FI.08.EG3.4</b> Identify one or more reasons why some people wanted to outlaw alcohol in the antebellum period (e.g., to improve family life, reduce alcohol abuse, and reduce problems associated with alcohol abuse, particularly in cities) and/or the people who tried to make it happen.</p>
<p><b>8 – U4.3.5</b> Evaluate the role of religion in shaping antebellum reform movements. (C2)</p>	S	NA	NA	NA

**USHG ERA 5 CIVIL WAR AND RECONSTRUCTION (1850 – 1877)**

**STANDARD: U5.1 The Coming of the Civil War**

**Analyze and evaluate the early attempts to abolish or contain the institution of slavery and to realize the ideals of the Declaration of Independence.**

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U5.1.1</b> Explain the differences in the lives of free blacks (including those who escaped from the institution of slavery) with the lives of free whites and enslaved peoples. (C2)</p>	S	S	<p>Although the Constitution says “all men are created equal,” the concept has been unequally applied, particularly in relation to free versus enslaved people. Free blacks had more rights than blacks who were slaves, but fewer rights than free whites. Free blacks faced discrimination and often worked in conditions that were not much different from the conditions in which slaves worked.</p>	<p><b>U.5.FI.08.EG1.1</b> Identify the similarities and differences between being free and being a slave.</p>
<p><b>8 – U5.1.2</b> Describe the role of the Northwest Ordinance and its effect on the banning of the institution of slavery (e.g., the establishment of Michigan as a free state). (<i>National Geography Standard 12, p. 167</i>)</p>	S	NA	NA	NA

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U5.1.3</b> Describe the competing views of Calhoun, Webster, and Clay on the nature of the Union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)</p>	S	S	<p>Prior to the Civil War, opinions differed greatly about where people’s loyalties should lie first—to their state or to their nation. As a result, conflict often arose around the appropriate role of the federal government in state affairs and whether new states should be admitted to the nation as free or slave states.</p>	<p><b>U.5.FI.08.EG1.3</b> Demonstrate an understanding that, before the Civil War, conflicts arose regarding loyalty to the state versus loyalty to the nation.</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U5.1.4</b> Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the Wilmot Proviso (1846)</li> <li>• the Compromise of 1850 including the Fugitive Slave Act</li> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>• the <i>Dred Scott v. Sandford</i> decision (1857)</li> <li>• changes in the party system (e.g., the death of the Whig party, rise of the Republican party, and division of the Democratic party) (C2; C3) (<i>National Geography Standard 13, p. 169</i>)</li> </ul>	S	NA	NA	NA

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U5.1.5</b> Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and the effects of their actions before and during the Civil War. (C2)</p>	S	S	<p>Before and during the Civil War, many people took action to resist the institution of slavery. For example,</p> <ul style="list-style-type: none"> <li>• Harriet Tubman was involved with the Underground Railroad, which helped slaves escape from the South and find freedom in the North or in Canada; and</li> <li>• Nat Turner and John Brown led slave revolts to gain freedom and bring attention to the suffering caused by the institution of slavery.</li> </ul> <p>Michigan played a major role in the Underground Railroad, which resulted in many slaves becoming free.</p>	<p><b>U.5.FI.08.EG1.5</b> Identify one or more actions taken to end the institution of slavery.</p>
<p><b>8 – U5.1.6</b> Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery, help explain the Civil War (C2).</p>	S	NA	NA	NA

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>STANDARD: U5.2 Civil War</b>				
<b>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</b>				
<b>8 – U5.2.1</b> Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) ( <i>National Geography Standard 6, p. 154</i> )	C	NA	NA	NA
<b>8 – U5.2.2</b> Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> <li>• critical events and battles in the war</li> <li>• the political and military leadership of the North and South</li> <li>• the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)</li> </ul> ( <i>National Geography Standard 15, p. 173</i> )	C	NA	NA	NA
<b>8 – U5.2.3</b> Examine Abraham Lincoln’s presidency with respect to <ul style="list-style-type: none"> <li>• his military and political leadership</li> <li>• the evolution of his emancipation policy (including the Emancipation Proclamation)</li> <li>• the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)</li> </ul>	S	S	Leaders’ beliefs, decisions, and actions help shape the nations they lead. For example, Abraham Lincoln, the 16 <sup>th</sup> President of the United States, worked to preserve the union, but his election and subsequent policies and decisions caused a number of southern states to secede from the Union. He eventually signed the Emancipation Proclamation, freeing slaves in Confederate areas not already controlled by Union troops. One of his most famous speeches was the Gettysburg Address.	<b>U.5.FI.08.EG2.3</b> Identify one or more ways in which Abraham Lincoln helped shape the nation during his presidency.

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>8 – U5.2.4</b> Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	C	NA	NA	NA
<b>8 – U5.2.5</b> Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. <i>(National Geography Standard 14, p. 171)</i>	C	NA	NA	NA
<b>STANDARD: U5.3 Reconstruction</b>				
<b>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</b>				
<b>8 – U5.3.1</b> Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.	C	NA	NA	NA
<b>8 – U5.3.2</b> Describe the early responses to the end of the Civil War by describing the <ul style="list-style-type: none"> <li>• policies of the Freedmen’s Bureau (E2.2)</li> <li>• restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)</li> </ul>	S	S	Although slaves became free after the Civil War ended, many of their lives did not change significantly. For example, Black Codes prevented them from having the full rights of citizens and sharecropping was very similar in practice to working on farms as slaves. The Freedmen’s Bureau tried to help secure rights and opportunities for newly freed slaves.	<b>U.5.FI.08.EG3.2</b> Demonstrate an understanding that newly freed slaves still experienced restricted lives, whether they lived in the North or the South.

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U5.3.3</b> Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.</p>	S	S	<p>Although slavery was abolished, life was still very challenging for African Americans after the Civil War. For example, African Americans in the South still faced discrimination both in legal settings (the Black Codes) and within Southern society (due to the formation of such groups as the KKK). They were subject to segregation, unfair laws, mistreatment, and violence.</p>	<p><b>U.5.FI.08.EG3.3</b> Identify one or more difficulties that African Americans living in the South faced after the Civil War (e.g., Ku Klux Klan, unfair laws, and inequality).</p>
<p><b>8 – U5.3.4</b> Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p>	S	S	<p>While the Constitution was very comprehensive, it was amended after the Civil War in an effort to respond to changing times and circumstances. The amendments abolished the institution of slavery (13<sup>th</sup>), gave citizenship to former slaves (14<sup>th</sup>), and provided the right to vote to different groups (15<sup>th</sup>). These changes created more equality than there had been in the past.</p>	<p><b>U.5.FI.08.EG3.4</b> Identify one or more changes that were made to the Constitution after the Civil War to promote equality (e.g., abolished the institution of slavery, granted former slaves citizenship, and gave former male slaves the right to vote).</p>
<p><b>8 – U5.3.5</b> Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>	S	S	<p>Upholding laws is important because laws help to create an orderly, fair society. When laws are not upheld or enforced (such as when Union troops left the South during Reconstruction), there often is unrest, chaos, crime, and danger.</p>	<p><b>U.5.FI.08.EG3.5</b> Identify one or more results of a lack of enforcement of rules and laws during and after Reconstruction.</p>

**USHG ERA 6 THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 – 1930)**

**STANDARD: U6.1 America in the Last Half of the 19th Century**

**Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.**

**Functional Independence**  
**Social Studies Extended Grade Level Content Expectations**  
**GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><b>8 – U6.1.1</b> America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:</p> <ul style="list-style-type: none"> <li>• territory, including the size of the United States and land use <i>(National Geography Standards 1 and 16, pp. 144 and 196)</i></li> <li>• population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) <i>(National Geography Standards 9 and 12, pp. 160 and 167)</i></li> <li>• systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) <i>(National Geography Standard 11, p. 164)</i></li> <li>• governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) <i>(National Geography Standard 16, p. 176)</i></li> <li>• economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) <i>(National Geography Standard 11, p. 164)</i></li> <li>• the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans</li> <li>• the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians <i>(National Geography Standard 13, p. 169)</i></li> </ul>	S	S	<p>1800 through 1898 was a time of significant change in America. Improvements in transportation encouraged settlers to move west. A belief in manifest destiny encouraged the spread of settlements from the Atlantic to the Pacific, which caused conflict with American Indians already occupying those areas. Railroads and canals made transporting goods to markets in the East and supplies to settlers in the West more affordable and efficient. Challenges in other countries (famine and economic issues) encouraged immigration to the United States, which caused crowding and labor issues in large cities. Segregation separated African Americans from whites and limited the rights of African Americans.</p>	<p><b>U.6.FI.08.EG1.1</b> Identify and/or describe one or more of the changes that took place across the nation between 1800 and 1898 (e.g., immigration, the rise of segregation, the expansion from the Atlantic to the Pacific ocean, the development of railroads and canals, etc.).</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>STANDARD: U6.2 Investigation Topics and Issue Analysis (P2)</b>				
<b>Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.</b>				
<p><b>8 – U6.2.1</b> Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p>	C	NA	NA	NA

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>KNOWLEDGE, PROCESSES, AND SKILLS—PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>STANDARD: P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement</b>				
<p><b>8 – P3.1.1</b> Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> <li>• <b><u>Identify a national public policy issue.</u></b></li> <li>• Clearly state the issue as a question of public policy orally or in written form.</li> <li>• <b><u>Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</u></b></li> <li>• Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.</li> <li>• <b><u>Identify and apply core democratic values or constitutional principles.</u></b></li> <li>• Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>• Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>• Develop an action plan to address or inform others about the issue.</li> </ul>	<p>C</p> <p><u>S</u></p>	<p>C</p> <p><u>S</u></p>	<p>Our country was founded on a number of core democratic values (e.g., the Pursuit of Happiness, Liberty, Equality, Diversity, Common Good, etc.). These values guide how citizens act within and for their communities and nation, and encourage citizens to participate in government, help others, and improve their communities.</p> <p>Sometimes, however, conflicts arise between the values. Following are some examples of conflicts between two core democratic values—Common Good and the individual rights granted under Liberty:</p> <ul style="list-style-type: none"> <li>• playing loud music</li> <li>• speeding</li> <li>• the helmet law</li> <li>• eminent domain (power of the government to confiscate private property for public use—e.g., roads, public utilities, etc.).</li> </ul>	<p><b>P.3.FI.08.EG1.1a</b> Demonstrate an understanding of the core democratic values and/or how they play a role in people’s daily lives.</p> <p><b>P.3.FI.08.EG1.1b</b> Demonstrate an understanding that conflicts sometimes arise between core values (for example, between Common Good and the individual rights granted under Liberty).</p>

**Functional Independence  
Social Studies Extended Grade Level Content Expectations  
GRADE 8**

GRADE 8 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<b>STANDARD: P4.2 Citizen Involvement</b>				
<b>Act constructively to further the public good.</b>				
<b>8 – P4.2.1</b> Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	C	NA	NA	NA
<b>8 – P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.	C	NA	NA	NA
<b>8 – P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).	C	NA	NA	NA

C (when it appears in the General Education column) = Assessed at classroom and district level.

S (when it appears in the General Education and/or FI columns) = Assessed at classroom, district, **and** state level.

NA = Not assessed at the state level (either because the general education population is assessed on this GLCE only at the classroom and district level or because the educators involved in the extension process determined it was not appropriate to assess the FI population on this GLCE at the state level, even after extension).