

Standard ID	Standard Text	Edgenuity Lesson Name
	<p>EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.</p> <p>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</p>	
8.1.1.1	<p>Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression</p>	<p>The Bill of Rights The Constitution The Declaration of Independence</p>
8.1.1.2	<p>Evaluates efforts to reduce discrepancies between key ideals and reality in the United States, including:</p>	
8.1.1.2.a	<p>How amendments to the Constitution have sought to extend rights to new groups.</p>	<p>Constitutional Amendments Rights for Women</p>
8.1.1.2.b	<p>How key ideals and constitutional principles set forth in fundamental documents relate to public issues.</p>	<p>Extending Civil Rights for All Citizens Pursuing the Right to Vote The Bill of Rights</p>
	<p>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</p>	
8.1.2.1	<p>Understands and analyzes the structure and powers of government at the national level.</p>	<p>The Constitution</p>
8.1.2.2	<p>Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</p>	<p>Marshall’s Court The Mexican-American War</p>
8.1.2.3	<p>Understands that the U.S. government includes concepts of both a democracy and a republic.</p>	<p>Compromise and the Constitution The Constitution The Declaration of Independence The Ratification Debate</p>
	<p>Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.</p>	
8.1.3.1	<p>Analyzes how the United States has interacted with other countries in the past or present.</p>	<p>The Mexican-American War The Monroe Doctrine The War of 1812</p>

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8.1.4.1	<p>Component 1.4: Understands civic involvement.</p> <p>Analyzes how a position on an issue attempts to balance individual rights and the common good.</p>	
		<p>Extending Civil Rights for All Citizens The American Citizen The Bill of Rights</p>
8.2.1.1	<p>EALR 2: ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.</p> <p>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p>Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	
8.2.1.1		<p>A New Revolution Labor and Unrest The Economic Impact of Slavery Trusts and Big Business</p>
	<p>Component 2.2: Understands how economic systems function.</p>	
8.2.2.1	<p>Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.</p>	
		<p>A New Revolution Growing Infrastructure Homesteaders and the Transcontinental Railroad Technology and Society in the Industrial Age Trusts and Big Business</p>
8.2.2.2	<p>Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.</p>	
		<p>New Territories The Economic Impact of Slavery The Industrialized North</p>
	<p>Component 2.3: Understands the government's role in the economy.</p>	
8.2.3.1	<p>Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.</p>	<p>Growing Infrastructure The National Bank</p>

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8.2.4.1	<p>Component 2.4: Understands the economic issues and problems that all societies face.</p> <p>Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.</p>	
		<p>A New Revolution                      A Worker’s Life                      The Economic Impact of Slavery                      Trusts and Big Business</p>
8.3.1.2	<p>EALR 3: GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.</p> <p>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.</p> <p>Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.</p>	
8.3.2.1	<p>Component 3.2: Understands human interaction with the environment.</p> <p>Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.</p>	<p>Early Frontiers                      Failures of Reconstruction                      Great Trails                      New Territories                      Slavery in American Culture                      The Economic Impact of Slavery                      The Industrialized North</p>
8.3.2.2	<p>Understands cultural diffusion in the United States from the past or in the present.</p>	<p>Early Frontiers                      Great Trails                      Growing Infrastructure                      Homesteaders and the Transcontinental Railroad                      Technology and Society in the Industrial Age                      The Industrialized North                      Trusts and Big Business</p>
8.3.2.3	<p>Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.</p>	<p>New Immigration                      The Immigrant Experience                      Early Immigration                      New Immigration                      The Immigrant Experience</p>

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8.3.3.1	Component 3.3: Understands the geographic context of global issues. Understands that learning about the geography of the United States helps us understand the global issue of diversity.	
		New Immigration The Immigrant Experience
8.4.1.2.a	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future. Component 4.1: Understands historical chronology. 4.1.2 Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: Fighting for independence and framing the Constitution (1776—1815).	
8.4.1.2.a		A Weak Confederation Compromise and the Constitution Fighting the Revolutionary War The Bill of Rights The Constitution The Declaration of Independence The Ratification Debate The Revolution Begins
8.4.1.2.b	Slavery, expansion, removal, and reform (1801—1850).	Adams’s Presidency Changing Abolitionism Early Frontiers Expanding Democracy Expansion and Settlement Great Trails Growing Infrastructure Indian Removal Kansas and Nebraska New Territories Political Parties Reform Movements Rights for Women Rise of Abolitionism Slavery in American Culture Temporary Compromise Texas and the Union The Economic Impact of Slavery The Industrialized North

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8.4.1.2.b	Slavery, expansion, removal, and reform (1801—1850). ( <i>Cont'd.</i> )	<ul style="list-style-type: none"> <li>The Missouri Compromise</li> <li>The Monroe Doctrine</li> <li>The National Bank</li> <li>The Nullification Crisis</li> <li>Washington’s Presidency</li> </ul>
8.4.1.2.c	Civil War and Reconstruction (1850—1877).	<ul style="list-style-type: none"> <li>Combining Sources to Understand the Life of Abraham Lincoln</li> <li>Constitutional Amendments</li> <li>Dred Scott and the Slavery Debate</li> <li>Early Successes for the South</li> <li>Emancipation</li> <li>Failures of Reconstruction</li> <li>Fort Sumter and the Confederacy</li> <li>Impact of Reconstruction</li> <li>Life During the War</li> <li>Lincoln</li> <li>Mobilizing for War</li> <li>Presidential Reconstruction</li> <li>Radical Reconstruction</li> <li>Southern Secession</li> <li>Southern Surrender</li> <li>The Aftermath of the War</li> <li>Turning Points</li> </ul>
8.4.1.2.d	Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).	<ul style="list-style-type: none"> <li>A New Revolution</li> <li>A Worker’s Life</li> <li>American Indians on a Closing Frontier</li> <li>Homesteaders and the Transcontinental Railroad</li> <li>Labor and Unrest</li> <li>New Immigration</li> <li>Objective Language in a Speech about the Brooklyn Bridge</li> <li>Technology and Society in the Industrial Age</li> <li>The Immigrant Experience</li> <li>Trusts and Big Business</li> <li>Urbanization in America</li> </ul>

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8.4.2.1	<p>Component 4.2: Understands and analyzes causal factors that have shaped major events in history.</p> <p>Understands and analyzes how individuals and movements have shaped U.S. history (1776 —1900).</p>	<p>Adams’s Presidency                      Changing Abolitionism                      Combining Sources to Understand the Life of Abraham Lincoln                      Dred Scott and the Slavery Debate                      Impact of Reconstruction                      Lincoln                      Marshall’s Court                      Reform Movements                      Rights for Women                      Rise of Abolitionism                      The Monroe Doctrine                      Washington’s Presidency                      Writing Workshop: Summarizing a Leader’s Impact</p>
8.4.2.2	<p>Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).</p>	<p>American Indians on a Closing Frontier                      Early Immigration                      Homesteaders and the Transcontinental Railroad                      Impact of Reconstruction                      Indian Removal                      New Immigration                      Slavery in American Culture                      The Immigrant Experience</p>
8.4.2.3	<p>Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).</p>	<p>A New Revolution                      A Worker’s Life                      Growing Infrastructure                      Homesteaders and the Transcontinental Railroad                      Objective Language in a Speech about the Brooklyn Bridge                      Technology and Society in the Industrial Age                      The Economic Impact of Slavery</p>

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8.4.2.3	Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900). <i>(Cont'd.)</i>	The Industrialized North Trusts and Big Business Urbanization in America
Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.		
8.4.3.1	Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).	A Worker’s Life Changing Abolitionism Combining Sources to Understand the Life of Abraham Lincoln Emancipation Fort Sumter and the Confederacy Lincoln Objective Language in a Speech about the Brooklyn Bridge Political Parties Presidential Reconstruction Reform Movements Rights for Women Slavery in American Culture Southern Secession The Economic Impact of Slavery The Immigrant Experience The Ratification Debate The Revolution Begins Urbanization in America
8.4.3.2	Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).	Adams’s Presidency Constitutional Amendments Labor and Unrest Southern Surrender The Bill of Rights

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8.4.4.1	Component 4.4: Uses history to understand the present and plan for the future. Analyzes how a historical event in United States history helps us to understand a current issue.	
		Civics in the United States Today Media and Citizenship The American Citizen The Bill of Rights What Is a Citizen?
	EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating. Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.	
8.5.1.1	Understands reasons based on evidence for a position on an issue or event.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights
8.5.1.2	Evaluates the logic of reasons for a position on an issue or event.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights
	Component 5.2: Uses inquiry-based research.	
8.5.2.1	Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights
8.5.2.2	Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights
	Component 5.3: Deliberates public issues.	
8.5.3.1	Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.	



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	Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.	
8.5.4.1	Uses sources within the body of the work to support positions in a paper or presentation.	Writing Workshop: Evaluating Research Questions and Sources in History
8.5.4.2	Uses appropriate format to cite sources within an essay or presentation.	Writing Workshop: Evaluating Research Questions and Sources in History
	Key Ideas and Details	
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	A Worker’s Life Changing Abolitionism Emancipation Fort Sumter and the Confederacy New Immigration Political Parties Presidential Reconstruction Reform Movements Rights for Women Slavery in American Culture The Declaration of Independence The Economic Impact of Slavery The Immigrant Experience The Monroe Doctrine The National Bank The Ratification Debate The Revolution Begins Turning Points Urbanization in America
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	A Worker’s Life Changing Abolitionism Emancipation Fort Sumter and the Confederacy New Immigration Political Parties Presidential Reconstruction Reform Movements

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RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>(Cont'd.)</i>	Rights for Women Slavery in American Culture The Declaration of Independence The Economic Impact of Slavery The Immigrant Experience The Monroe Doctrine The National Bank The Ratification Debate The Revolution Begins Turning Points Urbanization in America
RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Objective Language in a Speech about the Brooklyn Bridge
<b>Craft and Structure</b>		
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	The Declaration of Independence The Monroe Doctrine
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	The Declaration of Independence The Revolution Begins
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	A Worker's Life Emancipation Slavery in American Culture The Ratification Debate The Revolution Begins
<b>Integration of Knowledge and Ideas</b>		
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A New Revolution Compromise and the Constitution Southern Secession The Industrialized North

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RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Objective Language in a Speech about the Brooklyn Bridge The National Bank
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.	Combining Sources to Understand the Life of Abraham Lincoln The National Bank
Range of Reading and Level of Text Complexity		
RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	A Worker’s Life Changing Abolitionism Emancipation Fort Sumter and the Confederacy New Immigration Political Parties Presidential Reconstruction Reform Movements Rights for Women Slavery in American Culture The Declaration of Independence The Economic Impact of Slavery The Immigrant Experience The Monroe Doctrine The National Bank The Ratification Debate The Revolution Begins Turning Points Urbanization in America

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WHST.6-8.1. WHST.6-8.1(a)	Writing Standards for Literacy in History/Social Studies Text Types and Purposes Write arguments focused on discipline-specific content.	
WHST.6-8.1(a)	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.1(b)	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.1(d)	Establish and maintain a formal style.	Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History

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WHST.6-8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	
		Adams’s Presidency Constitutional Amendments Labor and Unrest The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.6-8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
		Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader’s Impact
WHST.6-8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
		Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader’s Impact
WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
		Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader’s Impact
WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
		Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader’s Impact

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WHST.6-8.2(e)	Establish and maintain a formal style and objective tone.	Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader's Impact
WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Great Trails Lincoln Southern Surrender Writing Workshop: Summarizing a Leader's Impact
WHST.6-8.3.	(See note; not applicable as a separate requirement)	
WHST.6-8.3(a)	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	Adams's Presidency Constitutional Amendments Great Trails Labor and Unrest Lincoln Southern Surrender The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History Writing Workshop: Summarizing a Leader's Impact
Production and Distribution of Writing		
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Adams's Presidency Constitutional Amendments Great Trails Labor and Unrest Lincoln Southern Surrender The Bill of Rights

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WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(Cont'd.)</i>	Writing Workshop: Evaluating Research Questions and Sources in History Writing Workshop: Summarizing a Leader's Impact
WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Adams's Presidency Constitutional Amendments Great Trails Labor and Unrest Lincoln Southern Surrender The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History Writing Workshop: Summarizing a Leader's Impact
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Adams's Presidency Constitutional Amendments Great Trails Labor and Unrest Lincoln Southern Surrender The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History Writing Workshop: Summarizing a Leader's Impact

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Research to Build and Present Knowledge		
WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Adams’s Presidency Constitutional Amendments Labor and Unrest Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Adams’s Presidency Constitutional Amendments Labor and Unrest Writing Workshop: Evaluating Research Questions and Sources in History
WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research.	Adams’s Presidency Constitutional Amendments Labor and Unrest Writing Workshop: Evaluating Research Questions and Sources in History
Range of Writing		
WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Adams’s Presidency Constitutional Amendments Great Trails Labor and Unrest Lincoln Southern Surrender The Bill of Rights Writing Workshop: Evaluating Research Questions and Sources in History Writing Workshop: Summarizing a Leader’s Impact