



Grade 8 Social Studies Assessment

Eligible Texas Essential Knowledge and Skills

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:DU 7KH VWXGHQW LV H[SHFWHG WR

\$ H[SODLQ WKH UROHV SOD\HG E\ VLJQLILFD\WOLQGLYLGX
LQFOXGLQJ -HIIHUVRQ 'DYL 80\VVHV 6 *UDQW 5REHUW
/LQFROQ DQG KHURHV VXFK DV FRQJUHVVLRQDO 0HGDO
:LOOLDP &DUQH\ DQG 3KLOLS %D]DDU 6XSSRUWLQJ 6WDC

% explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;

Readiness Standard

& explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and ***Readiness Standard***

' analyze Abraham Lincoln's ideas about liberty, equality, union, and

Reporting Category 2: Geography and Culture

The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

(10) Geography. The student understands the location

Reporting Category 3: Government and Citizenship

The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important documents. The student is expected to understand the importance of the Magna Carta, the English Bill of Rights, and the U.S. Constitution. **Standards: Aa-a0.9868874 TD (A5)**

Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to

\$ analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason and **Readiness Standard**

% explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. **Readiness Standard**

Government. The student understands the impact of landmark Supreme Court cases. The student is expected to

\$ identify the origin of judicial review; **Supporting Standard**

% summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and **Supporting Standard**

& evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States. **Supporting Standard**

Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to

\$ define and give examples of unalienable rights; **Readiness Standard**

% summarize rights guaranteed in the Bill of Rights; and **Readiness Standard**

& identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries. **Supporting Standard**

Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to

\$ evaluate the contributions of the Founding Fathers as models of civic virtue; and **Supporting Standard**

% analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea

Reporting Category 4:

Economics, Science, Technology, and Society

The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to

(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and ***Supporting Standard***

(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. ***Supporting Standard***

(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to

(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and ***Supporting Standard***

(B) identify examples of how industrialization changed life in the United States. ***Supporting Standard***