

Theme 1: Geography and Indigenous Peoples of North America	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 8.24. Compare Indigenous government structures to those of the United States today. ● 8.25. Describe the ways Indigenous peoples organize themselves and their societies.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America. ● 8.28. Analyze how historic events are shaped by geography.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> ● 8.29. Define a region by its human and physical characteristics.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 8.30. Describe how Indigenous people of North America adapted to their environment.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> ● 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues. ● 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> ● 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.

Theme 2: Age of Exploration and Exploitation (c. 1400 CE–1500 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.
Economics/Personal Financial Literacy 7. Economics Systems and Models	<ul style="list-style-type: none"> 8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE. 8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

Theme 3: Colonization (1490 CE–1750 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.42. Evaluate the impacts of European colonization on Indigenous populations. 8.43. Describe the impact of slavery on African populations in Africa and the Americas.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society. 8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.47. Assess the responses of various groups to British policies in the Thirteen Colonies.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 8.48. Identify and analyze the economic specializations of the Thirteen Colonies.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War. 8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.52. Compare and contrast the causes, demographics, and results of the American Revolution. 8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.

Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention. ● 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic. ● 8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States. ● 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 8.60. Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution.
History 17. Historical Thinking	<ul style="list-style-type: none"> ● 8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> ● 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> ● 8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties. ● 8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.

Theme 6: Expansion and Displacement (1815 CE–1850 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes. 8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories. 8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States. 8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Theme 7: Sectionalism (1830 CE–1860 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.74. Compare the federal government’s response to the southern states’ call for independence with that of the original Thirteen Colonies.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.75. Critique citizens’ responses to changing political and social policies during the early 19th century.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 8.76. Identify and explain the economic differences between the North and the South.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.77. Demonstrate how conflicts over slavery led the North and South to war.
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples’ rebellions between 1830 CE and 1860 CE.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 8.79. Examine how enslaved people adapted within and resisted their captivity. 8.80. Describe the formation of African American cultures and identities in free and enslaved communities. 8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.

Theme 8: The Civil War (1860 CE–1865 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> • 8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> • 8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression. • 8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.
History 16. Cause and Consequence	<ul style="list-style-type: none"> • 8.86. Evaluate the impact of science and technology during the Civil War period.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> • 8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance. • 8.88. Discuss the impact of the Western Campaign on Indigenous peoples.

Theme 9: Reconstruction (1865 CE–1877 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> • 8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression. • 8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> • 8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. • 8.93. Describe demographic shifts because of the Civil War and Reconstruction.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> • 8.94. Explore and demonstrate the contemporary and current significance of Juneteenth. • 8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> • 8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Theme 10: Immigration and Industrialization (c. 1880 CE–1920 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.
Economics/Personal Financial Literacy 6. Incentives and Choices	<ul style="list-style-type: none"> 8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.100. Analyze the development of the women’s suffrage movement over time and its legacy. 8.101. Make personal connections to immigration stories and experiences—both in the past and in the present.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.102. Examine both sides in debate or academic discussion of politics in response to immigration.

Theme 11: Personal Financial Literacy	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> 8.103. Determine the relationship between long-term goals and opportunity cost. 8.104. Identify ways insurance may minimize personal financial risk. 8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.