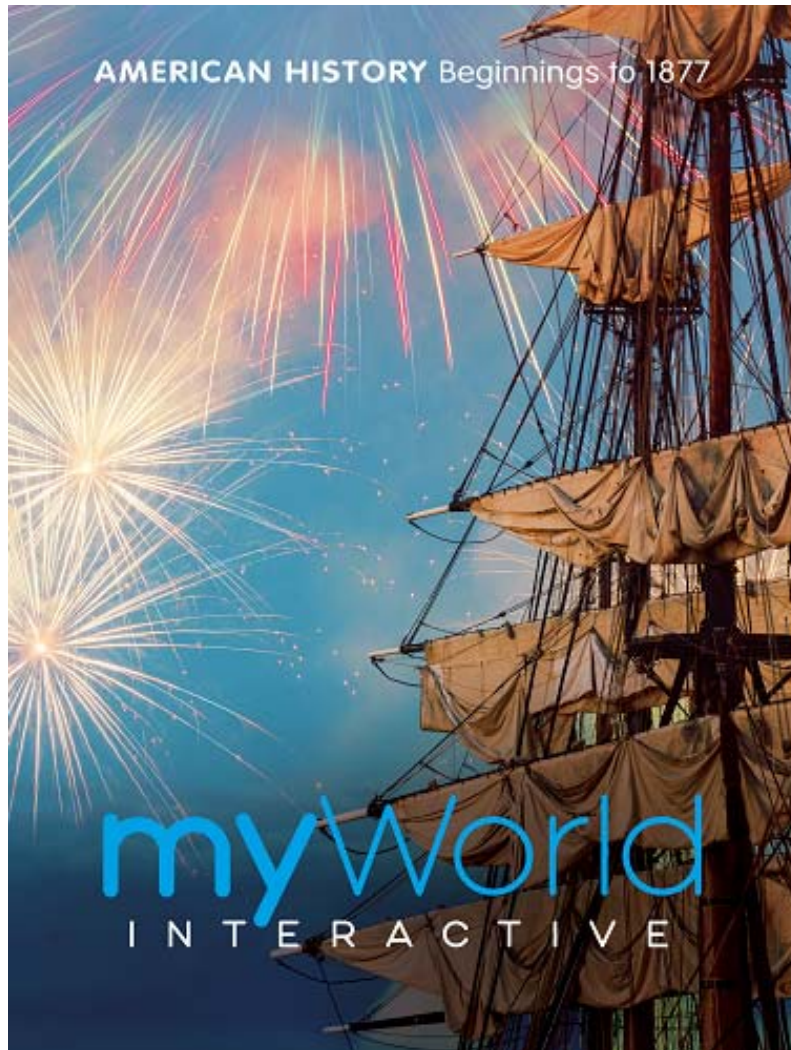


A Correlation of



©2019

to the

**Kentucky Academic Standards for
Social Studies**

The United States: 1600-1877

Grade 8

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Introduction

This document demonstrates how *myWorld Interactive American History, Beginnings to 1877 ©2019*, meets the Kentucky Academic Standards for Social Studies, The United States: 1600-1877, Grade 8. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive American History, Beginnings to 1877* encourages students from diverse populations to explore their world, expand their thinking, and engage with the College, Career, and Civic Life (C3) Framework. The curriculum is flexible and easily adapts to every classroom.

- Activity-based learning
- Strong content and literacy connections
- Wide array of teaching options creates active, responsible citizens

Inspire Active Learning

Active, Project-Based Learning creates a rich inquiry experience that develops skills for active and responsible citizenship.

Inspire Literacy Engagement

Aligned lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire Your Classroom

Teaching options and resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

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| Inquiry Practices | |
| 8.I.Q Questioning | |
| <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> | <p><i>For opportunities to address this standard please see:</i></p> <p>SE/TE: Quest: Document-Based Writing Inquiry – Ask Questions: 6, 408 Quest: Project-Based Learning Inquiry – Ask Questions, 54, 132, 260, 478 Quest: Civic Discussion Inquiry – Ask Questions, 196, 336, 550</p> <p>Digital Resources: Topic 2>Quest Project>Ask Questions: Examining the Colonial Environment Topic 3>Quest Project>Ask Questions: Choosing Sides Topic 4>Quest Project>Quest Kick-off: Senate Representation Topic 5>Quest Project>Ask Questions: Stay Out? Or Get Involved? Topic 6>Quest Project>Examine the Question: The Mexican-American War Topic 7>Quest Project>Ask Questions: Slavery and Abolition Topic 8>Quest Project>Ask Questions: A Lincoln Website Topic 9>Quest Project>Examine the Questions: The End of Reconstruction</p> |

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| 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. | <p>SE/TE: Quest: Document-Based Writing Inquiry – Ask Questions: 6, 408 Quest: Project-Based Learning Inquiry – Ask Questions, 54, 132, 260, 478 Quest: Civic Discussion Inquiry – Ask Questions, 196, 336, 550</p> <p>Digital Resources: Topic 2>Quest Project>Ask Questions: Examining the Colonial Environment Topic 3>Quest Project>Ask Questions: Choosing Sides Topic 4>Quest Project>Quest Kick-off: Senate Representation Topic 5>Quest Project>Ask Questions: Stay Out? Or Get Involved? Topic 6>Quest Project>Examine the Question: The Mexican-American War Topic 7>Quest Project>Ask Questions: Slavery and Abolition Topic 8>Quest Project>Ask Questions: A Lincoln Website Topic 9>Quest Project>Examine the Questions: The End of Reconstruction</p> |
| 8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions. | <p><i>For opportunities to address this standard please see:</i></p> <p>SE/TE: Get Ready To Read, 110, 197, 225, 237, 247, 273, 292, 337, 368</p> |

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| Investigating - Disciplinary Strands | |
| Investigating occurs through the exploration of the discipline strand standards. | |
| 8.C Civics | |
| 8.C.CP Civic and Political Institutions | |
| 8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances. | <p>SE/TE: What Were the Foundations of Representative Government?, 123-125 Limits to Democratic Rights, 213 Answerable to the People, 213 Popular Sovereignty, 227 Analyze Charts, 228 Checks and Balances, 228 Federalism, 228-229 Lesson Check, 236 Topic 4 Review and Assessment, 254-255 Federalism, 275</p> <p>TE Only: Active Classroom, 124</p> <p>Digital Resources: Topic 2>Lesson7> Interactive Chart: Influences on Colonial Government Topic 4>Lesson 3>Video: Roman and Enlightenment Influences on the Constitution; Interactive Timeline: Influences on the Constitution; Interactive Primary Source: Two Treatises of Government; Interactive Primary Source: Virginia Statute for Religious Freedom, Thomas Jefferson; Interactive Primary Source: The Magna Carta</p> |

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| <p>8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.</p> | <p>SE/TE: Analyze Charts, 228 Separation of Powers, 228 Federalism, 228-229 Analyze Images, 236 Topic 4 Review and Assessment, 254-255 Explore the Essential Question, 256 Federalism, 275</p> <p>Digital Resources: Topic 4>Lesson 5>Video: The Three Branches of Government; Interactive Gallery: The U.S. Congress; Interactive Chart: The Federal System; Interactive Primary Source: United States Constitution</p> |
| <p>8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.</p> | <p>SE/TE: Checks and Balances, 228 Supreme Court, 234-235 What System Exists to Prevent the Abuse of Power?, 235-236</p> |

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| 8.C.RR Roles and Responsibilities of a Citizen | |
| 8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time. | <p>SE/TE: Becoming a Citizen, 247-249 Primary Source, 248 Analyze Images, 248 Civic Virtue, Citizenship, and Democratic Values, 249-250 Responsible Citizenship, 251-252 Lesson Check, 252 The Fourteenth Amendment, 560</p> <p>TE only: Active Classroom, 251</p> <p>Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship; Interactive Chart: Civic Responsibility; Interactive Chart: Voting Responsibly Primary Source: Hamilton and Madison Disagree; Lesson Check with Writing Workshop: Citizens' Rights and Responsibilities</p> |
| 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877. | <p>SE/TE: Democracy Expands, 337-339 Effects of Jacksonian Democracy, 346 Causes of Jacksonian Democracy, 346 Topic 6 Review and Assessment, 402-403 Topic 9 Timeline, 548-549 Political Ideals Lead to Reform, 452-453 The Fifteenth Amendment, 563 The Klan's Reign of Terror, 569</p> <p>Digital Resources: Topic 6>Lesson 1>Interactive: Changing Voting Rights in Early America Topic 9>Introduction: The Reconstruction Era>Interactive Topic Timeline: The Reconstruction Era</p> |

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| 8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens. | <p>SE/TE: Quest Connections, 429 Women Struggle for Justice, 460-461 Topic 8 Timeline, 476-477 Analyze Images, 493 The Supreme Court Rules on Dred Scott v. Sandford, 493-494</p> <p>Digital Resources: Topic 8>Introduction: Sectionalism and the Civil War>Interactive Topic Timeline: Sectionalism and Civil War Topic 8>Lesson 2>Interactive Gallery: The Dred Scott Case</p> |
| 8.C.CV Civic Virtues and Democratic Principles | |
| 8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877. | <p>SE/TE: Interactive: Interactive Declaration of Independence, 169 Colonial Grievances, 170 The Declaration of Independence, 170-171 Lesson Check, 176 Topic 4 Timeline, 194-195 Limits to Democratic Rights, 213 Answerable to the People, 213 John Locke, 214 Popular Sovereignty, 227 Lesson Check, 236 Jefferson Davis's Inaugural Address, 504-505</p> <p>TE only: Active Classroom, 171</p> <p>Digital Resources: Topic 3>Lesson4>Video: The Declaration of Independence; Interactive Gallery: Interactive Declaration of Independence Topic 4>Introduction: A Constitution for the United States>Interactive Topic Timeline: A Constitution for the United States</p> |

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| 8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living. | <i>For opportunities to address this standard please see:</i> SE/TE: New Ways to Produce Goods, 410-411 |
| 8.E.MA Macroeconomics | |
| 8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. | SE/TE: The Market Economy and the Industrial Revolution, 412-413 |

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| 8.E.MA.3 Analyze the purpose of taxation and its impact on government spending. | <p><i>For opportunities to address this standard please see:</i></p> <p>SE/TE: How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145 Why Did the Stamp Act Anger Colonists?, 145-147 How Did Colonists React to the Townshend Acts?, 147-149</p> |
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| 8.E.IC Incentives, Choices and Decision Making | |
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| 8.E.KE Kentucky Economics | |
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| <p>Continued: 8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> | <p>Continued: Digital Resources: Topic 4>Lesson 2>Interactive Chart: The Great Compromise</p> |
| <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> | <p>SE/TE: Quest: Document-Based Writing Inquiry, 408 Get Ready To Read, 443 African American Abolitionists, 445-446 The Grimké Sisters Contribute to Reform, 446-447 Northerners Against Abolition, 448 Southerners Defend Slavery Against the North, 448-449 Social Conditions Call for Reform, 453 Reforming Care of the Disabled, 454-455 The Impact of Prison Reform, 455 The Impact of the Temperance Movement, 455-456 Education Reform Gives Rise to Public Schools, 457 Expanding Education for African Americans, 457 Reforms for People With Disabilities, 457-458 What Were the Contributions of Sojourner Truth?, 458 The Contributions of Lucretia Mott and Elizabeth Cady Stanton, 459 Primary Source, 459 Topic 7 Review and Assessment, 472-473</p> <p>Digital Resources: Topic 7>Lesson 5>Interactive Gallery: Changes in American Schools Topic 7>Lesson 5>Interactive Timeline: The Early Women’s Rights Movement</p> |

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| <p>8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</p> | <p>SE/TE: Webster Stands Against Slavery and War, 318 Anger Over Tariffs, 350-351 Debate Over Nullification, 351 The Nullification Act Leads to Crisis, 351-352 A Novel Promotes Abolitionism, 448 The Missouri Compromise, 479-480 How Did Western Expansion Increase Tensions?, 480-481 The Free-Soil Party Opposes Slavery in the West, 481-482 California Reignites the Slavery Debate, 482-484 A Book Sways the North Against Slavery, 486-487 Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin, 488 Get Ready To Read, 489 Congress Chooses Popular Sovereignty, 489-490 The Kansas-Nebraska Act Ignites Sectionalist Disputes, 490 Geography Skills, 490 Rival Governments in Kansas, 491 Open Fighting in Kansas, 492 Causes Leading to War, 503 How Did Americans Take Sides?, 506-507</p> <p>Digital Resources Topic 7>Lesson 4>Interactive Chart: Opposing Views on Slavery Topic 8>Lesson 1>Interactive Gallery: Uncle Tom's Cabin Topic 8>Lesson 2>Interactive Gallery: The Effects of the Kansas-Nebraska Act, 490</p> |

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| 8.H.KH Kentucky History | |
| 8.H.KH.1 Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877. | <i>For opportunities to address this standard please see:</i> SE/TE: Conflicts Over Land, 142-143 Colonists Disagree with the Proclamation, 144 A Compromise Holds the Union Together, 484-486 How Did Americans Take Sides?, 506-507 |
| 8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877. | <i>For opportunities to address this standard please see:</i> SE/TE: Conflicts Over Land, 142-143 Colonists Disagree with the Proclamation, 144 |
| 8.I.U.E Using Evidence | |
| 8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions. | SE/TE: Quest: Document-Based Learning Inquiry – Quest Findings, 408 Quest: Civic Discussion Inquiry – Quest Findings, 196, 336, 550 Lesson Check, 449,463 Digital Resources: Topic 2>Quest: Project>Quest Findings: Examining the Colonial Environment Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 5>Quest: Project>Quest Findings: Stay Out? Or Get Involved? Topic 6>Quest: Discussion>Quest Findings: The Mexican-American War Topic 7>Quest: Document-Based Writing>Quest Findings: Slavery and Abolition Topic 8>Quest: Project>Quest Findings: A Lincoln Website Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction |

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| <p>8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</p> | <p>SE/TE: Quest: Project-Based Learning Inquiry – Examine Primary Sources, 408 Quest: Civic Discussion Inquiry – Examine Sources, 196, 336, 550 Lesson Check, 449, 463 Quest Findings, 254, 330, 580</p> <p>Digital Resources: Topic 2>Quest: Project>Quest Findings: Examining the Colonial Environment Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 5>Quest: Project>Quest Findings: Stay Out? Or Get Involved? Topic 6>Quest: Discussion>Quest Findings: The Mexican-American War Topic 7>Quest: Document-Based Writing>Quest Findings: Slavery and Abolition Topic 8>Quest: Project>Quest Findings: A Lincoln Website Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction</p> |

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|---|--|
| <p>8.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions.</p> | <p>SE/TE: Quest: Project-Based Learning Inquiry – Examine Primary Sources, 54 Quest: Project-Based Learning Inquiry – Conduct Research, 132, 260, 478</p> <p>Digital Resources: Topic 2>Quest: Project>Quest Findings: Examining the Colonial Environment Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 5>Quest: Project>Quest Findings: Stay Out? Or Get Involved? Topic 8>Quest: Project>Quest Findings: A Lincoln Website</p> |

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| 8.I.CC Communicating Conclusions | |
| 8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States. | <p>SE/TE: Quest: Project-Based Learning Inquiry – Examine Primary Sources, 408 Quest: Civic Discussion Inquiry – Examine Sources, 196, 336, 550 Lesson Check, 449, 463 Quest Findings, 254, 330, 580</p> <p>Digital Resources: Topic 2>Quest: Project>Quest Findings: Examining the Colonial Environment Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 5>Quest: Project>Quest Findings: Stay Out? Or Get Involved? Topic 6>Quest: Discussion>Quest Findings: The Mexican-American War Topic 7>Quest: Document-Based Writing>Quest Findings: Slavery and Abolition Topic 8>Quest: Project>Quest Findings: A Lincoln Website Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction</p> |
| 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. | <p>SE/TE: Quest: Civic Discussion Inquiry – Quest Findings, 132, 196, 336, 550</p> <p>Digital Resources: Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 6>Quest: Discussion>Quest Findings: The Mexican-American War Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction</p> |

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| <p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p> | <p>SE/TE: Limits to Democratic Rights, 213 Increased Suffrage, 338-339 Limits on Suffrage, 339 Quest: Document-Based Writing Inquiry— Slavery and Abolition, 408 Quest Connections, 429 Lesson Check, 430 How Did the Women’s Movement Start?, 460- 461 Reading Check, 461 Women Gain New Opportunities, 461-463 Lesson Check, 463 Analyze Images, 560</p> |
| <p>8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> | <p>SE/TE: Findings, 196, 336, 550</p> <p>Digital Resources: Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 6>Quest: Discussion>Quest Findings: The Mexican-American War Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction</p> |

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| <p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p> | <p>SE/TE: Quest: Project-Based Learning Inquiry – Choosing Sides, 132 Quest: Civic Discussion Inquiry – Senate Representation, 196 Quest: Document-Based Writing Inquiry – Slavery and Abolition, 408 Quest: Civic Discussion Inquiry – The End of Reconstruction, 550</p> <p>Digital Resources: Topic 3>Quest: Project>Quest Findings: Choosing Sides Topic 4>Quest: Discussion>Quest Findings: Senate Representation Topic 7>Quest: Document-Based Writing>Quest Findings: Slavery and Abolition Topic 9>Quest Discussion>Quest Findings: The End of Reconstruction</p> |

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