

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Social Studies-Grade 8

Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
competition (e.g., political, economic, religious, ethnic) conflict among individuals and groups in the United States prior to Reconstruction.																														
<p>■ 2.3.2 DOK 2 ASSESSED</p> <p>The learner will be able to explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p>																														
Economics [10%]																														
<p>■ 3.1.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain and give examples of how scarcity requires individuals, groups, and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, and capital goods) were used.</p>																														
<p>■ 3.1.2 Supporting</p> <p>The learner will be able to identify how financial decisions (considering-finance and opportunity cost) by individuals and groups impacted historical events in the U.S. History prior to Reconstruction.</p>																														
<p>■ 3.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to describe the economic system that developed in the United States prior to Reconstruction.</p>																														
<p>■ 3.2.2 Supporting</p> <p>The learner will be able to explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of free</p>																														

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enterprise system.																														
<p>■ 3.3.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p>																														
<p>■ 3.3.2 Supporting</p> <p>The learner will be able to explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest, and save in the United States prior to Reconstruction.</p>																														
<p>■ 3.3.3 Supporting</p> <p>The learner will be able to explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</p>																														
<p>■ 3.4.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to reconstruction.</p>																														
<p>■ 3.4.2 DOK 2 ASSESSED</p> <p>The learner will be able to describe how new knowledge, technology/tools, and specialization increased productivity in the United States prior to Reconstruction.</p>																														
<p>■ 3.4.3 DOK 2 ASSESSED</p> <p>The learner will be able to explain how personal, national, and international economic activities are interdependent in the United States prior to Reconstruction.</p>																														

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<p>■ 4.3.2 DOK 3 ASSESSED</p> <p>The learner will be able to explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction.</p>																															
<p>■ 4.4.1 Supporting</p> <p>The learner will be able to explain how technology in the United States prior to Reconstruction assisted human modification of the physical environment (e.g., irrigation, clearing land, building roads).</p>																															
<p>■ 4.4.2 Supporting</p> <p>The learner will be able to describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.</p>																															
<p>■ 4.4.3 Supporting</p> <p>The learner will be able to explain how the natural resources of a place or region impacted its political, social, and economic development in the United States prior to Reconstruction.</p>																															
<p>■ 4.4.4 Supporting</p> <p>The learner will be able to compare and contrast different perspectives (viewpoints) that people had about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction.</p>																															

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■ 5.2.4 DOK 3 ASSESSED

The learner will be able to describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.

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