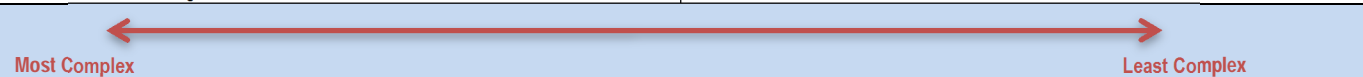


History (HIS) Extended Standards

Grades 6 - 8

<p>Essence of the Standards: Historical Thinking and Skills</p> <ul style="list-style-type: none"> Events over an expanded span of time can be secured. A historical event or period can be viewed from different perspectives. <p>Early Civilizations</p> <ul style="list-style-type: none"> Ideas (government, economics, social structures, etc.) and practices (culture, art, architecture, etc.) have shaped civilization today. Development of civilizations was influenced by geography (location, on water for trade, etc.). Today's cultures were influenced by these past cultures. <p>Feudalism and Transitions</p> <ul style="list-style-type: none"> Radical new ideas can lead to major cultural changes. <p>First Global Age</p> <ul style="list-style-type: none"> As cultures and civilizations expand, they change and change those they come in contact with. These changes that happened in the past still affect us today. <p>Colonization to Independence</p> <ul style="list-style-type: none"> Dissatisfaction with the way things are (economic, religious, government, etc.) can lead to change. 	<p>A New Nation</p> <ul style="list-style-type: none"> When changes occur, dissatisfaction with the change can lead to more changes (political, social, economic relationships, power and control). Sometimes dissatisfied groups can unite for a common cause (attack by a foreign invasion). <p>Expansion</p> <ul style="list-style-type: none"> When people want or need more than they have (land and resources), it leads to expansion (to acquire land and resources for their own use). <p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> When disputes occur, there are always two or more sides that believe they are right. When the disputes end, there are no clear "winners." Nobody gets everything they want. Dissatisfaction over the results leads to more change. These results and changes have both positive and negative effects.
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Historical Thinking and Skills		
HIS.68.1a Use various sources to describe a historical event or period from different perspectives.	HIS.68.1b Sequence a series of events in history over an extended time period.	HIS.68.1c Identify a historical event/activity occurring before or after another given activity/event.
Early Civilizations (Content Connections: reference grade 6 & 7 standards for content detail)		
HIS.68.2a Compare the key physical and human features of societies of the past in the Eastern Hemisphere with society today. <i>Content Connection Examples: Egypt, India, China, Mesopotamia (6), Greece and Rome (Gr. 7)</i>	HIS.68.2b Identify key physical and human features of societies (e.g., houses, rivers, mountains, roads, buildings).	HIS.68.2c Identify the physical and human features of the local community.
Feudalism and Transitions (Content Connections: reference grade 7 standards for content detail)		
HIS.68.3a Explain how changes in the home, school, community or country can have positive or negative consequences. <i>Content Connection Examples: historic achievements in medicine, science, mathematics and geography (Gr. 7)</i>	HIS.68.3b Identify why or how things change in the home, school or community.	HIS.68.3c Identify a recent change in the home, school or community.
First Global Age (Content Connections: reference grade 7 standards for content detail)		
HIS.68.4a Identify and explain a reason you want or need to go to a place you have never been. <i>Content Connection Examples: ancient trade routes, Marco Polo and the Columbian Exchange (Gr. 7)</i>	HIS.68.4b Identify places you have never been or would like to go.	HIS.68.4c Locate familiar places you go to for a specific purpose.
Colonization to Independence (Content Connections: reference grade 8 standards for content detail)		
HIS.68.5a Explain the results of making a change. <i>Content Connection Examples: colonizing North America, slave trade, Enlightenment and causes of the American Revolution (Gr. 8)</i>	HIS.68.5b Identify how you would change something.	HIS.68.5c Identify something you would like to change.

A New Nation (reference grade 8 standards for content detail)		
HIS.68.6a Explain or demonstrate what you can do to change something that makes you or others dissatisfied (e.g., <i>What did the colonists do to change what made them dissatisfied?</i>). <i>Content Connection Examples: Outcomes of American Revolutionary War, establishing a federal government</i>)	HIS.68.6b Explain or demonstrate why something makes you or others dissatisfied. (e.g., <i>Why were the colonists dissatisfied?</i>)	HIS.68.6c Identify something that makes you or others dissatisfied (e.g., <i>What made the colonists dissatisfied?</i>).
Expansion (reference grade 8 standards for content detail)		
HIS.68.7a Identify and explain why a country expands. <i>Content Connection Examples: Westward expansion, Indian relations, relations with Mexico (Gr. 8)</i>	HIS.68.7b Identify and explain why a community expands (e.g., more jobs, better roads).	HIS.68.7c Identify a personal or school expansion (e.g., bigger house, new baby, new student in class).
Civil War and Reconstruction (reference grade 8 standards for content detail)		
HIS.68.8a Demonstrate appropriate ways to solve disagreements. <i>Content Connection Examples: Causes of the Civil War, results of the Civil War (Gr. 8)</i>	HIS.68.8b Distinguish between examples of agreement and disagreement based on a given situation.	HIS.68.8c Identify individual examples of agreement or disagreement.
HIS.68.9a Explain how resolution of conflicts may have positive or negative consequences that affect others or groups.	HIS.68.9b Explain the meaning of compromise.	HIS.68.9c Identify a result of an agreement or disagreement.