

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Washington D.C.	http://www.k12.dc.us/deps/standards/socialstudies.htm	District of Columbia; Pre- K through Grade 12 Social Studies Standards: Grade 8- US History I- Growth and Conflict	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	OUR COLONIAL HERITAGE (1600-1720) 8.1. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans. 1. Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (G, P, R, E)
			Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	OUR COLONIAL HERITAGE (1600-1720) 8.1. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans. 2. Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land. (G, P, M, E) 7. Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land. (S, E) 9. Explain that some Africans came to America as indentured servants who were released at the end of their indentures, as well as those who came as captives to slavery. (G, E, S)
			Culture	OUR COLONIAL HERITAGE (1600-1720) 8.1. Students explain the religious, political, and economic

			<ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p>reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.</p> <p>2. Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land. (G, P, M, E)</p> <p>7. Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land. (S, E)</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European survival • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p>OUR COLONIAL HERITAGE (1600-1720)</p> <p>8.1. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.</p> <p>1. Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (G, P, R, E)</p> <p>2. Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land. (G, P, M, E)</p>