

EIGHTH GRADE SECTION (Civics)

PURPOSE: Students will describe the role of congress, the president and the Supreme Court. They will memorize each of the amendments and evaluate the benefit they receive from those. The learner will describe the election of our leaders as well as the way we raise money and pay for our government.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome I: Students will identify and describe articles of the constitution and the process of amending the constitution

- Components:**
- 1.1 Student will list 10 characteristics of being a good citizen, as well as describes other governments used around the world.
 - 1.2 Student will list 3 branches of our government and describe the system of checks and balances.
 - 1.3 Students will research the US Constitution to develop a knowledge base for class
 - 1.4 Students memorize the titles of and describe the major points of the 27 amendments
 - 1.5 Students describe the difficulty in amending our Constitution

Outcome II: Students will identify and describe the responsibilities, powers and processes of the three branches of the national government.

- Components:**
- 2.1 Students will describe our two house legislature including qualifications and terms for representatives and senators.
 - 2.2 Students will describe the steps a bill must go through in order to become a law.
 - 2.3 Students describe the qualifications and term for the president along with their salary and benefits.
 - 2.4 Students describe the different roles of the Chief Executive
 - 2.5 Students describe the different positions in the President's cabinet along with their role.
 - 2.6 Students list 4 kinds of laws, define federal jurisdiction and describe the 3 levels of the federal court system.
 - 2.7 Students describe the role of the Supreme Court and evaluate some of their major decisions.

Outcome III: Students will identify the characteristics of a participating citizen in the American democracy.

- Components:**
- 3.1 Students describe the 2 party system and compare and contrast it to alternatives.
 - 3.2 Students describe the local, state and national role in the election process
 - 3.3 Students list different ways government raises funds through taxes.
 - 3.4 Students describe how government spends those funds.

Outcome IV: Students will describe budget process identifying areas of expenditure and revenue sources.

Components:

Outcome V: The student will define and correctly use social studies vocabulary appropriate to grade level.

Components:

EIGHTH GRADE SECTION (American History/Economics)

PURPOSE: Students will explain and describe the key people and will describe, illustrate, or compare and contrast events associated with early American history from the colonial tension through the close of the western frontier. Students will define the economic system used in the United States. Students will define and correctly use social studies vocabulary appropriate to eighth grade.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome I: Students will identify and describe, compare and contrast individuals, groups, ideas, developments and turning points from 1700 to 1800.

- Components:**
- 1.1 Students will describe the events occurring in the colonies which lead to tension with Britian and eventually war. These events would surround the settlers moving west.
 - 1.2 Students will describe the war itself including major battles, generals of each side, advantages of both sides and the Treaty that brought this war to a close.

Outcome II: Students will identify and describe, compare and contrast individuals, groups, ideas, developments and turning points from 1800-1850.

- Components:**
- 2.1 Students will compare and contrast the strengths and weakness of the Articles of Confederation and the U.S. Constitution.
 - 2.2 Students will list and describe the leaders and events of the Constitutional Convention.
 - 2.3 Students will describe Washington’s cabinet as they compare and contrast the opposing views of Jefferson and Hamilton leading to our original political parties.
 - 2.4 Students will describe the part the US played in the French Revolution, how we arrived at that decision and how the part we played lead to problems in Adam’s administration.
 - 2.5 Students describe Jeffersonian Democracy and the takeover of the Democratic Republicans along with the exploration of Lewis and Clark.
 - 2.6 Students describe the causes and results of the War of 1812
 - 2.7 Students analyze and decide why James Monroe’s 1st administration was known as the “Era of good feelings” and then describe the Monroe Doctrine.
 - 2.8 Students describe events involved with Jacksonian Democracy and the development of the Whig Party.
 - 2.9 Students describe the Industrial Revolution, how it lead to improvement in transportation, the spread of slavery and a tariff that almost split the nation in two.

Outcome III: Students will identify and describe, compare and contrast individuals, groups, ideas, developments and turning points from 1850-1880.

- Components:**
- 3.1 Students describe the American Settlement of Texas, Mexico's change of governmental policies which anger the Texans, the battle that ensues and Texas independence.
 - 3.2 Students will describe U.S. involvement in the Mexican War.
 - 3.3 Students will describe the settlement of California and Oregon.
 - 3.4 Students will describe how as the new states were settled and slavery spread to those states, the U.S. edged closer to Civil War.
 - 3.5 Students list advantages of both sides going into the war as well as their initial plans to win the war.
 - 3.6 Students describe the war itself including major battles, generals of both sides and the treaty that brought the war to a close.
 - 3.7 Students compare and contrast the Union objectives at the beginning and then at the end of the war.
 - 3.9 Students describe the assassination of Lincoln and how it affected the Reconstruction of the South
 - 3.10 Students will compare and contrast the hardships settlers faced out west with the freedoms they enjoyed.
 - 3.11 Students will debate the justification of settlers moving west destroying the ancient homeland of the Native Americans.
 - 3.12 Students will describe the "Wild West"

Outcome IV: Students will describe the American Economic system and their role in it.

- Components:**
- 4.1 Students will define appropriate economic terms and decide how productive resources are limited to them
 - 4.2 Students compare the costs and benefits of their purchases, predict the outcome of positive and negative incentives on their purchases and define voluntary exchange
 - 4.3 Students will analyze and evaluate how specialization affects them. They will also define Market Price and propose techniques to compete with other sellers of a particular product.
 - 4.4 Students describe how institutions help them accomplish economic goals and explain how money makes it easier to trade, borrow, save, invest, and compare the values of goods and services.
 - 4.5 Students will describe how interest rates effect the economy. They will also analyze and evaluate why they earn the income they do.

Outcome V: The student will define and correctly use social studies vocabulary appropriate to grade level.