

Social Studies – Eighth Grade

<p>Standard # 6 History Each student will have used processes and resources of historical inquiry and will have acquired knowledge and basic understandings of Colorado, United States, and world history.</p>
<p>Standard # 7 Geography Each student will have used geographic tools to locate and derive information about people and their cultures, places and environments, and will have acquired knowledge and basic understandings of geography.</p>
<p>Standard # 8 Economics Each student will have acquired knowledge and basic understandings of the principles of economics and economic systems.</p>
<p>Standard # 9 Civics Each student will have acquired knowledge and basic understandings of civics including government systems, American government (local, state, and national levels), the Constitution, and one's citizenship responsibilities.</p>

Description

The curriculum has been aligned to provide the content necessary for student to achieve the grade level benchmarks and, upon completion of their program of studies, the District content standards.

Time Allocation
Fifty minutes daily

Texts/References
Civics: Responsibilities and Citizenship, Glencoe, McGraw Hill, 2000
American Journey, Glencoe 2007
Creating America: A History of the United States, McDougall Littell, 2002
We the People, Center for Civic Education, 1999
The New Nation, Oxford Press, 1999
 Additional primary and secondary source videos, and documents
 Internet resources including Google Earth, United Streaming and others as needed to supplement the curriculum

Themes /Topics
 Foundations of American Citizenship
 Political Parties and Elections
 Historical Perspectives of U.S. Government
 The Constitution
 National Government
 Local Government
 The Early Republic
 A Changing Nation
 A Nation Divided and Civil War
 Current Events

Assessments
 Teacher constructed tests
 Student presentations
 Textbook tests
 Writing assignments
 Projects

Grades and Achievement Levels
 Grades are based upon participation, completion of assignments, and work quality. Each student also receives a rating that shows the student's achievement level on the history, civics, and economics standards. The rating is based on the student's attainment of grade level expectations.

Essential Learning Social Studies Grade Eight

<p>Standard # 6 History</p> <p>Each student will have used processes and resources of historical inquiry and will have acquired knowledge and basic understandings of Colorado, United States, and world history.</p>	<p>Standard # 7 Geography</p> <p>Each student will have used geographic tools to locate and derive information about people and their cultures, places and environments, and will have acquired knowledge and basic understandings of geography.</p>	<p>Standard # 8 Economics</p> <p>Each student will have acquired knowledge and basic understandings of the principles of economics and economic systems</p>	<p>Standard # 9 Civics</p> <p>Each student will have acquired knowledge and basic understandings of civics including government systems, American government (local, state, and national levels), the Constitution, and one's citizenship responsibilities.</p>
<p>Use of literary, technological, and historical tools to demonstrate comprehension of the historical development of the U.S. from the Revolutionary War through 1865</p>	<p>Processes and consequences of westward expansion from the original thirteen colonies, to the mid-nineteenth century expansion, to the Pacific Ocean</p> <p>Physical and political changes within the U.S. to 1865 and the means by which geographical boundaries change as a result of early nineteenth century conflicts</p>	<p>Effects of local and world influences on U.S. trade and the development of the U.S. economy</p> <p>Distribution of resources within the U.S. and how early industry, technology, and slavery contributed to the development of the United States</p>	<p>Rights and responsibilities of a citizen within the United States, the types and roles of government in society, the essential principles of the US</p> <p>Constitution and government, and the protections in the Bill of Rights</p>

Expectations Social Studies Grade Eight

History

- A. Constructed various timelines of American history from 1776-2000, highlighting conflicts
- B. Categorized important people, events, and concepts into appropriate historical periods through the use of timelines and vocabulary
- C. Traced immigration patterns of change and continuity in the history of the United States
- D. Demonstrated a chronological understanding of events leading up to the American Revolution
- E. Distinguished fact from fiction by examining documentary sources
- F. Described the common traits and characteristics that the United States possesses as a nation and as a society, and noted the cultural characteristics and beliefs that can divide us if we choose
- G. Explained and analyzed the American public's responses to industrialization and urbanization
- H. Studied and compared conflicts in American history with emphasis on causes and outcome

Geography

Civics

- A. Explained major ideas about why government is necessary
- B. Described how the United States Constitution limits the power of government
- C. Explained the meaning of civic life, politics, and government
- D. Explained the historical foundation of the United States constitutional government (e.g. the influence of the Roman Republic, Magna Carta, colonial experience, Declaration of Independence, Articles of Confederation, importance of the natural rights philosophy and social contract)
- E. Explained the essential principles of government stated in the United States Constitution (e.g., the purposes of government as stated in the Preamble, limited government, separation of powers, checks and balances of legislative, executive and judicial branches, federalism, and rule of law)
- F. Identified individual rights protected by the Bill of Rights
- G. Explained major responsibilities of national, state, and local governments
- H. Identified their representatives in the legislative, executive, and judicial branches
- I. Explained how the Constitution divides the powers of government among the executive, legislative, and judicial branches, and how each branch can check the powers of another

Economics

Economics

- A. Described the relationship among trade, specialization, and interdependence
- B. Described how economic interdependence between households, communities, and nations affects the standard of living and results from specialization
- C. Explained that money can be used to express the market value of goods and services in the form of prices
- D. Recognized that the use of credit involves the use of someone else's money at a certain interest rate.
- E. Described the difference between wealth and money

Expectations Social Studies Grade Eight Continued

History

Geography

Civics

J. Explained how and why powers are distributed between local, state, and national governments (e.g.: (1) shared powers such as to tax, borrow money, and regulate voting, (2) state government powers, such as education, law enforcement, and highway building/maintenance, and (3) distribution of powers that reflects the value of local decision-making and local control)

K. Explained the meaning of citizenship in the United States

L. Described how to become a citizen in the United States (the naturalization process).

M. Identified significant characteristics of an effective citizen (e.g. civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings)

N. Identified civic responsibilities

O. Identified contemporary issues that involve civic responsibilities

P. Demonstrated a continuing awareness of current events

Economics