**8th Grade Civics– Semester 1**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Individual and Socialization | Specific concepts such as:foundational values, demographic change, the meaning and types of citizenship (i.e. birthright, naturalization, rights, duties and responsibilities). Specific vocabulary such as:census, demographics | Explain the relationship between a current issue and equality, liberty or justice.Analyze demographic graphs and predict the related opportunity or challenge presented by the change. Distinguish between and provide examples of duties and responsibilities.  | Evaluate the conflicts that can arise between the foundational values.Evaluate an example where diversity has created conflict within the United States.  |  |  |  |  |
| Internationalism | Specific concepts such as:types of governmentSpecific vocabulary such as:democracy, monarchy, theocracy, dictatorship, anarchy/state of nature; identify a nation that uses each form of government | Compare and contrast democratic and non-democratic forms of government (dictatorship, monarchy, theocracy).  | “Democracy is the worst form of government, except for all the others.” –Winston ChurchillExplain the meaning of this quote and whether or not you agree with its meaning. Justify your position with relevant evidence. Determine what form of government protects and provides rights and responsibilities for an individual. Defend your answer.  |  |  |  |  |
| Historical Change | Specific concepts such as:ideas of the Enlightenment: natural rights and social contracts; historical context that led to the *Declaration of Independence*; experiences and events that led to the creation of the U.S. government | Determine the influence of John Locke’s ideas on the *Declaration of Independence.* Select three major events and explain why and how the events led to the Revolutionary War.  | Relate the ideas of Enlightenment philosophers to American government. Cite specific examples to defend your position.  |  |  |  |  |
| Structures and Function of Government | Specific concepts such as:-structure of the *U.S. Constitution* (Preamble, seven articles, *Bill of Rights*) -identify and understand the basic functions of the three branches of governmentSpecific vocabulary such as:Preamble, bicameral, checks and balances, separation of powers, limited government, constitution, majority rule | Describe the relationship between separation of powers and checks and balances.Explain, with examples, the powers of each branch of government according to the *U.S. Constitution.*Apply the concept of checks and balances to two branches of government.  | Argue which branch is the most powerful, citing specific powers and specific checks and balances of each branch.  |  |  |  |  |

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| Summary of a Source – Semester 1 | Demonstrates the ability to identify the type of source and its central idea.  | Demonstrates the ability to determine the central idea and describes specific evidence from the primary or secondary source to support the central idea.  | Demonstrates the ability to evaluate the way(s) in which the primary or secondary source is important to the understanding of the topic.  |  |  |  |  |
| Author’s Point of View – Semester 1 | Begins to identify the central idea of the document, but may have misconceptions within the context/unit of study.  | Demonstrates the ability to accurately identify and explain an author’s point of view using textual and contextual evidence.  | In addition to meeting the level 3 expectations, the response accurately describes individuals or groups of people who would agree and/or disagree with the author’s point of view.  |  |  |  |  |

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| Writing Arguments – Semester 1 | Write arguments focused on discipline-specific content. -Provides either an introduction or a concluding statement (sentence or paragraph). -Attempts to distinguish claim from alternate or opposing claims.-Attempts to organize reasons and evidence (chronologically, thematically, etc.); organization is unclear.-Attempts to support claim(s) with reasoning; use of key vocabulary, data, evidence, and examples is minimal; \*may need to use or cite more credible sources, if applicable.  | Write arguments focused on discipline-specific content. -Introduce a claim clearly (a sentence or a paragraph). -Distinguish claim from alternate or opposing claims.-Organize reasons and evidence clearly (chronologically, thematically, etc.).-Support claim(s) with logical reasoning, accurate data, key vocabulary, evidence, and examples; \*use and cite credible sources, if applicable.-Provide a concluding statement (a sentence or a paragraph).  | In addition to meeting the level 3 expectations, the response: -Distinguish claims from alternate or opposing claims using prior knowledge and demonstrating a deep understanding of different perspectives.-Organize reasons and evidence clearly (chronologically, thematically, etc.) with strong transitions. -Support a claim with logical reasoning, an abundance of accurate data, extended vocabulary, evidence, and examples; \*use and cite credible sources that go beyond those provided in class, if applicable.-Provides an analysis of evidence and support for claim.  |  |  |  |  |

**8th Grade Civics – Semester 2**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Structures and Function of Government | Specific vocabulary such as:local government, state government, federalism, ordinance, law, laboratories of democracyBasic knowledge/skill such as:-the organization and responsibilities of state and local governments -avenues for civic action at the state and local levels | Compare and contrast the organization of the state and federal government (branches of government, levels of the court systems). Categorize major responsibilities of state and local governments.Explain, with examples, how your local/ state government impacts your daily life. | Given a scenario in which there is conflict between different levels of government, justify which level has the power and the responsibility. |  |  |  |  |
| Issues in Society | Basic concepts such as:-individual freedoms (1, 9), rights of the accused (5, 6, 7, 8), protections against the government (2, 3, 4, 5, 10), civil rights (13, 14, 15, 19, 26)-process from arrest to sentencing (arrest, pretrial, grand jury, arraignment, trial, sentencing)Specific vocabulary such as:ratify, amendment, segregation, integration, suffrage, due process, equal protection | Applying amendments from the Bill of Rights to various real world scenarios.Societies change over time. How is this evident in Supreme Court cases: *Plessy v. Ferguson; Brown v. Board of Education* – summarize the decisions in both and explain how they show change in society.Describe the rights defendants have when accused of a crime and explain why the Founders added them in the Bill of Rights.  | If you had to give up one right from each category (*excluding amendments 3 and 7*), which rights would you give up and why? Support your ideas using evidence and analysis. |  |  |  |  |
| Civic Action | Specific concepts such as:political spectrum (liberal, moderate, conservative), political parties (Democrats, Republicans, third parties), primaries, caucuses, Electoral College Basic knowledge/skill such as:-ways that an individual can become involved in the electoral process | Describe the process you would have to go through in order to become President of the United States. Explain, with examples, the role of third parties and the impact on the electoral process. Identify where Democrats, Republicans and you fall on a political spectrum and explain your answer. Describe, with examples, ways individuals can become involved in the electoral process.  | Select either popular vote or the Electoral College. Discuss which one you would use to select the President of the United States. Support your position with evidence.  Argue the liberal and conservative positions on a given issue. |  |  |  |  |

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| Connections between Sources (DBQ) – Semester 2 | Attempts to compare and contrast (at least two) primary and/or secondary sources. May have some misconceptions or inaccuracies.  | Demonstrates the ability to compare (at least two) and contrast primary and/or secondary sources and describe how the sources relate to the same topic.  | In addition to meeting the level 3 expectation, the response must demonstrate depth of knowledge through the use of prior learning, outside sources (such as in class readings, activities, film clips, etc.), or knowledge from personal experience.  |  |  |  |  |
| Writing Arguments – Semester 2 | Write arguments focused on discipline-specific content. -Provides either an introduction or a concluding statement (sentence or paragraph). -Attempts to distinguish claim from alternate or opposing claims.-Attempts to organize reasons and evidence (chronologically, thematically, etc.); organization is unclear.-Attempts to support claim(s) with reasoning; use of key vocabulary, data, evidence, and examples is minimal; \*may need to use or cite more credible sources, if applicable.  | Write arguments focused on discipline-specific content. -Introduce a claim clearly (a sentence or a paragraph). -Distinguish claim from alternate or opposing claims.-Organize reasons and evidence clearly (chronologically, thematically, etc.).-Support claim(s) with logical reasoning, accurate data, key vocabulary, evidence, and examples; \*use and cite credible sources, if applicable.-Provide a concluding statement (a sentence or a paragraph).  | In addition to meeting the level 3 expectations, the response: -Distinguish claims from alternate or opposing claims using prior knowledge and demonstrating a deep understanding of different perspectives.-Organize reasons and evidence clearly (chronologically, thematically, etc.) with strong transitions. -Support a claim with logical reasoning, an abundance of accurate data, extended vocabulary, evidence, and examples; \*use and cite credible sources that go beyond those provided in class, if applicable.-Provides an analysis of evidence and support for claim.  |  |  |  |  |