

Harding Middle School

8th Grade Social Studies – Civics

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Course Description:

During this Civics class you will learn about how government works and the different ways it affects your life. You will also be learning about; the history of the United States, important historical figures, historical documents, and many other nuggets of information along the way. Yes, there will be a fair share of reading and writing, but always keep in mind, the goal of this class is to create educated and informed citizens. If you want to be successful, it is imperative that you know how the world around you works. I am excited for this class and very pleased that we can take this journey together. If you work hard and allow yourself to be taught, you will do very well in this class.

Course Expectations:

All that I ask of you is to show up each and every day with the willingness to be taught. Allow yourself to learn and receive instruction. I will ask that you focus at all times, regardless of what happened yesterday, last class, or during a passing period. It is my job to teach you and as a student it is your job to receive instruction and use it in a way that allows you to be successful, both inside and outside of school. But believe me, I fully understand that no one is perfect and we all are going to make mistakes, myself included. The two factors that will make this class and school year a success are: how well we learn from our mistakes, and our ability to turn a weakness into strength. But my number one expectation first and foremost is that you **allow yourself to be taught**.

Textbooks and Materials (textbooks will not be assigned to students):

Civics in Practice (Principles of Government and Economics)

Where Do Presidents Come From? (Michael Townsend)

Grading Plan:

Grades are based on your ability to demonstrate proficiency on core standards. Each assignment is aligned to a specific Iowa core standard. Your proficiency is measured on a numbering system. For each unit you will have at least 3 major bodies of evidence entered in the gradebook. You will be given multiple opportunities to demonstrate your aptitude on major bodies of evidence.

Grading Scale:

4- Student demonstrates proficiency at a mastery level. Student goes beyond grade level expectations. This is the highest grade you can receive.

3- Student exhibits proficiency on tests and classwork. You are completing your work at grade level expectations.

2- Student shows that they are working towards proficiency on tests and classwork. Receiving a level 2 means that your understanding is still evolving. You are showing signs of proficiency but more work still needs to be done.

1- Student shows minimal understanding on assignments and assessments. You are failing to demonstrate an adequate level of understanding.

0- There is no evidence to support any academic growth.

Harding Middle School

Course Policies:

Student Work: Students will be expected to complete assignments in class time on a regular basis. All students are expected to read class material, think critically and write effectively. **Students are expected to use complete sentences, proper grammar and correct spelling in every written performance.**

Folders: Students will be required to leave you folder in class every day. You will be expected to maintain a neatly organized folder for the duration of the class. Your folder will be filled with items you have created and assignments that reflect your mastery of course objectives. The teacher will give you regular guidance on how to construct and maintain your folder.

Group Activities: You will be working in groups on a regular basis. Your group will be given cooperative and interdependent learning activities to complete. You will be expected to be an active member of your group, although you will always be graded as an individual.

Absences: **If a student is absent, it is HIS/HER responsibility to get all late work from the teacher and return it in a timely manner.**

Class Rules:

1. Respect others
2. Do not disturb others
3. Respect yourself

These rules are non-negotiable, which means that they will never be changed or debated. You will be expected to obey these rules whenever you are in this classroom. The most important thing to remember is that only you can choose your behavior. No one else can act for you. So makes sure that you are always making the right choices and I will always be here to help you along the way.

Units for the year:

Unit 1- Civic identity (Citizenship)

Unit 2- Foundations of Government

Unit 3- The U.S. Constitution

Unit 4- Levels of Government

Unit 5- Human/Civil Rights

Unit 6- Campaigns and Elections (Civic Action)

Statement for Academic Dishonesty:

Academic honesty is expected in this class. Cheating will not be tolerated. Consequences may include: reduction in grade on assignment, repeat assignment, no grade on assignment, or others as deemed appropriate. Academic dishonesty will be reported to a school counselor and a parent will be notified.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Harding Middle School

Unit 1: Civic Identity

Topic	4	3	2
Individual and Socialization	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	<p>3A - Describe the relationship between a current issue and equality, liberty or justice.</p> <p>3B - Distinguish between and provide examples of duties, rights, and responsibilities.</p> <p>3C - Differentiate the pathways to citizenship.</p>	<p><u>Recognize/recall specific concepts such as:</u></p> <p>2A - foundational values of equality, liberty, justice</p> <p>2B - identify and define rights, duties and responsibilities</p> <p>2C - the pathways to citizenship (birthright, naturalization)</p>
Source Analysis	In addition to meeting the learning goal, the response demonstrates the ability to decide how the source encourages people to think deeply about the topic.	Demonstrates the ability to accurately determine the central idea and author's point of view, using evidence from the source.	Demonstrates the ability to accurately determine the central idea.
Writing Arguments	<p>In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument 	<p>Write arguments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples 	<p>A level 2 writing sample meets two parts of the learning goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <p><i>A level 1.5 writing sample meets one part of the learning goal.</i></p> <p><i>A level 1 writing sample is an attempt.</i></p>

Harding Middle School

Unit 2: Foundations of Government

Topic	4	3	2
Internationalism	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	Compare and contrast democratic and non-democratic forms of government including how each type of government defines the rights and responsibilities of individuals.	<u>Recognize/recall specific concepts such as:</u> -define government -types of government (democracy, monarchy, theocracy, dictatorship) -identify a nation that uses each form of government -list rights and responsibilities in each form of government
Historical Change	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	3A - Summarize the major events (causes) leading to the Revolutionary War (effect). 3B - Explains the ways in which individuals and groups created change and shaped our government.	<u>Recognize/recall specific concepts such as:</u> 2A - ideas of the Enlightenment: John Locke, natural rights and social contracts; historical context that led to the <i>Declaration of Independence</i> ; events that led to the Revolutionary War 2B - Patriots, Loyalists, Federalists, Anti-Federalists
Source Analysis	In addition to meeting the learning goal, the response demonstrates the ability to decide how the source encourages people to think deeply about the topic.	Demonstrates the ability to accurately determine the central idea and author's point of view, using evidence from the source.	Demonstrates the ability to accurately determine the central idea.
Writing Arguments	In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following: <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument	Write arguments. <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples	A level 2 writing sample meets two parts of the learning goal: <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <i>A level 1.5 writing sample meets one part of the learning goal.</i> <i>A level 1 writing sample is an attempt.</i>

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Unit 3: U.S. Constitution

Topic	4	3	2
Structures and Function of Government	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	<p>3A - Categorize the powers of each branch of government according to the <i>U.S. Constitution</i>.</p> <p>3B - Apply the concept of checks and balances to two branches of government.</p> <p>3C - Applying amendments from the <i>Bill of Rights</i> to various real world scenarios.</p>	<p><u>Recognize/recall specific concepts such as:</u></p> <p>2A - structure of the <i>U.S. Constitution</i> (Preamble, seven articles, <i>Bill of Rights</i>);</p> <p>2B - list the basic functions of the three branches of government</p> <p>2C - individual freedoms (1, 9), rights of the accused (5, 6, 7, 8), protections against the government (2, 3, 4, 5, 10)</p> <p><u>Recall specific vocabulary such as:</u> constitution, amendment, bicameral, separation of powers, checks and balances, <i>Bill of Rights</i></p>
Source Analysis	In addition to meeting the learning goal, the response demonstrates the ability to decide how the source encourages people to think deeply about the topic.	Demonstrates the ability to accurately determine the central idea and author's point of view, using evidence from the source.	Demonstrates the ability to accurately determine the central idea.
Writing Arguments	<p>In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument 	<p>Write arguments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples 	<p>A level 2 writing sample meets two parts of the learning goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <p><i>A level 1.5 writing sample meets one part of the learning goal.</i></p> <p><i>A level 1 writing sample is an attempt.</i></p>

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Unit 4: Levels of Government

Topic	4	3	2
Structures and Function of Government	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	<p>3A - Compare and contrast the organization of the state and federal government.</p> <p>3B - Categorize major responsibilities of state and local governments.</p> <p>3C - Distinguish how local, state, and federal government impact your daily life.</p>	<p><u>Recall specific vocabulary such as:</u> -define federalism, ordinance, law</p> <p><u>Recognize/recall such as:</u> 2A - local government, state government 2B - the organization and responsibilities of local and state governments 2C – impact of government on daily life</p>
Connections Between Sources (DBQ)	<p>In addition to meeting the learning goal, the response includes one <u>or</u> more of the following:</p> <ul style="list-style-type: none"> -decide which source is most credible -explains the connection to prior learning or class experiences -offer a counter-claim using one or more sources 	Use two or more sources to answer a document-based question. Cite evidence from the sources to support your claim.	Recognize the relationship between two or more sources.
Writing Arguments	<p>In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument 	<p>Write arguments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples 	<p>A level 2 writing sample meets two parts of the learning goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <p><i>A level 1.5 writing sample meets one part of the learning goal.</i></p> <p><i>A level 1 writing sample is an attempt.</i></p>

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Unit 5: Human/Civil Rights

Topic	4	3	2
Historical Change	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	<p>3A – Evaluate the strategies used by individuals and groups as creators of change or defenders of the status quo.</p> <p>3B - Explain ways in which court decisions create, maintain, or change society.</p>	<p><u>Recall vocabulary such as:</u> amendment, suffrage, segregation, integration, precedent, opinion</p> <p><u>Recognize/recall specific concepts such as:</u> 2A - expansion of civil rights; civil rights amendments (13, 14, 15, 19, 26) 2B - the Supreme Court; structure and function of</p> <p><u>Recall landmark Supreme Court cases:</u> 2B - <i>Plessy v. Ferguson</i>, <i>Brown v. Board</i></p>
Connections Between Sources (DBQ)	<p>In addition to meeting the learning goal, the response includes one <u>or</u> more of the following:</p> <ul style="list-style-type: none"> -decide which source is most credible -explains the connection to prior learning or class experiences -offer a counter-claim using one or more sources 	Use two or more sources to answer a document-based question. Cite evidence from the sources to support your claim.	Recognize the relationship between two or more sources.
Writing Arguments	<p>In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument 	<p>Write arguments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples 	<p>A level 2 writing sample meets two parts of the learning goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <p><i>A level 1.5 writing sample meets one part of the learning goal.</i></p> <p><i>A level 1 writing sample is an attempt.</i></p>

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Unit 6: Campaigns and Elections

Topic	4	3	2
Civic Action	<i>In addition to meeting the learning goal, the student demonstrate in-depth inferences and applications that go beyond the goal.</i>	<p>3A - Show where Democrats, Republicans, and you fall on a political spectrum.</p> <p>3B - Identify different ways individuals can become involved in the electoral process.</p> <p>3C - Compare and contrast the functions of political parties and interest groups.</p> <p>3D - Summarize the process one would have to go through in order to become President of the United States.</p>	<p><u>Recognize/recall specific concepts such as:</u></p> <p>2A - political spectrum (liberal, moderate, conservative)</p> <p>2B - ways that an individual can become involved in the electoral process</p> <p>2C - major political parties and third parties; interest groups</p> <p>2D - declare candidacy, primaries and caucuses, nomination, general election, Electoral College</p>
Connections Between Sources (DBQ)	<p>In addition to meeting the learning goal, the response includes one <u>or</u> more of the following:</p> <ul style="list-style-type: none"> -decide which source is most credible -explains the connection to prior learning or class experiences -offer a counter-claim using one or more sources 	Use two or more sources to answer a document-based question. Cite evidence from the sources to support your claim.	Recognize the relationship between two or more sources.
Writing Arguments	<p>In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the argument to one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a different time period, place, or issue <input type="checkbox"/> offers a strong counterargument 	<p>Write arguments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a claim clearly (a sentence or a paragraph) and provides a concluding statement (a sentence or a paragraph). <input type="checkbox"/> Distinguish claim from alternate or opposing views. <input type="checkbox"/> Organize reasons and evidence (chronologically, thematically, etc.). <input type="checkbox"/> Support claim(s) with logical reasoning, key vocabulary, relevant evidence/examples 	<p>A level 2 writing sample meets two parts of the learning goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and conclusion <input type="checkbox"/> Distinguish claim <input type="checkbox"/> Organization <input type="checkbox"/> Use of Evidence <p><i>A level 1.5 writing sample meets one part of the learning goal.</i></p> <p><i>A level 1 writing sample is an attempt.</i></p>