

GRADE EIGHT SOCIAL STUDIES CONTENT STANDARDS AND OBJECTIVES CORRELATION TO WE THE PEOPLE

Grade 8	Social Studies	
Standard: 1	Citizenship	
Objectives	Students will	
SS.O.08.01.01	evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process(e.g., voting, community service, letter writing, town meeting, school elections).	Lesson 29, 30
SS.O.08.01.02	debate and practice forms of civic discussion-	Pages 8, 12, 15, 19, 26 – 27, 35 – 39, 43, 63, 53, 63, 87, 108, 115- 118, 124, 135, 142, 152, 163, 174, 184, 192, 200, 204, 213, 223, 227, 238, 251, 260 – 261, 270 - 271
SS.O.08.01.03	argue the effectiveness of selected public policies and citizen behaviors.	“Activities” 30, 35 – 39, 92, 101, 112, 125, 135, 136, 154, 180, 184, 200 – 201, 204 – 205, 206, 214
SS.O.08.01.04	compare and contrast the relationship between policy statements and action plans used to address issues of public concern.	Pages 269 – 271, Problem to Solve Page 152, “Activities” page 206
SS.O.08.01.05	organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.	Pages 8, 12, 15, 19, 26 – 27, 35 – 39, 43, 63, 53, 63, 87, 108, 115 – 118. 124, 135, 142, 152, 163, 174, 184, 192, 200, 204, 213, 223, 227, 238, 251, 260 – 261, 270 - 271
SS.O.08.01.06	examine the strategies designed to strengthen the common good, which include a range of options for citizen action.	Pages 26 – 27, 240, 262, “Activities” include many choices for action
SS.O.08.01.07	identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.	Chapters 29, 30
SS.O.08.01.08	justify changes in the legal voting age and correlate voting as a responsibility and right of citizens.	Pages 215 – 216, 219, 221, 272, Chapter 25
SS.O.08.01.09	outline and utilize a process to express opinion, resolve problems and/or seek assistance.	“Problem to Solve” “Ideas for Discussion”
SS.O.08.01.10	examine and analyze a local community and propose ways in which	Not addressed in <u>We the People</u>

	tourism can be developed.
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Grade 8	Social Studies	
Standard: 2	Civics	
Objectives	Students will	
SS.O.08.02.01	analyze the division of powers and responsibilities of the executive, legislative and judicial branches of the United States and West Virginia state government.	Lessons 15, 16
SS.O.08.02.02	cite the elected officials at the national, state and local levels, their requirements, duties and responsibilities (e.g., President, Governors, Senators, Representatives/Delegates, Members of Board of Public Works, County Commissioners, Mayor/City Council).	Not addressed in <u>We the People</u>
SS.O.08.02.03	examine the amendment process of the West Virginia Constitution, give examples of amendments and explain why they occurred.	Amending the US Constitution page 170
SS.O.08.02.04	outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).	Pages 135 – 136, 152
SS.O.08.02.05	analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, State Supreme Court, circuit courts, magistrate courts, family courts) and explain why a selected case would be heard in a designated court.	Lesson 16 Pages 143, 165, 168, 170, 226
SS.O.08.02.06	examine and explain the various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).	Not addressed in <u>We the People</u>
SS.O.08.02.07	research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).	Pages 272 – 273, 274
SS.O.08.02.08	explain major principles of American constitutional government (e.g., federalism, separation of powers, the elastic clause, checks and balances, government by consent of the governed, individual rights) and locate these principles in the West Virginia Constitution.	Pages 16, 20, 34, 44 – 46, 50, 58, 84, 85, 90, 92, 110, 116, 143, 147 - 149, 153, 159, 160 – 161, 188, 234, 235 Lessons 23 - 27
SS.O.08.02.09	analyze conditions under which constitutional government flourishes.	Lessons 3, 4, 5, 6
SS.O.08.02.10	list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).	Not addressed in <u>We the People</u>

Grade 8	Social Studies
Standard: 3	Economics
	Economics Objectives are not addressed in <u>We the People</u> materials.

Grade 8	Social Studies
Standard: 4	Geography
	Geography Objectives are not address in <u>We the People</u> materials.

Grade 8	Social Studies	
Standard: 5	History	
Objectives	Students will	
SS.O.08.05.01	cite reasons for exploration, transportation routes and discoveries by major explorers and explain the sequence of events and incentives for Virginia's expansion west to the Ohio River.	Not addressed in <u>We the People</u>
SS.O.08.05.02	compare and contrast the motives, incentives and settlement patterns of the French and English explorers and settlers on the western frontier.	Lesson 1
SS.O.08.05.03	point out characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.	Pages 5, 10, 12, 60, 126, 248, 220
SS.O.08.05.04	relate the types of transportation that facilitated the growth of West Virginia and western expansion.	Not addressed in <u>We the People</u>
SS.O.08.05.05	evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States.	Not addressed in <u>We the People</u>
SS.O.08.05.06	analyze the evolution of the labor movement in West Virginia and the United States.	Not addressed in <u>We the People</u>
SS.O.08.05.07	research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).	Lessons 8, 9
SS.O.08.05.08	interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications) and summarize what you have learned.	Pages 12, 20, 44, 66, 95, 115, 142, 159, 160 – 161, 183, 206, 232, 244, 280 Declaration of Independence, US Constitution
SS.O.08.05.09	evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.	Not addressed in <u>We the People</u>

SS.O.08.05.10	explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.	Not addressed in <u>We the People</u>
SS.O.08.05.11	research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors, choose the person you believe contributed mad the most significant contribution and explain your choice. (e.g., statehood, abolition, education, industry, literature, government).	Pages, 83, 164, 186, 214, 262, 274
SS.O.08.05.12	critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society	Not addressed in <u>We the People</u>
SS.O.08.05.13	assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	Not addressed in <u>We the People</u>
SS.O.08.05.14	point out and locate places of historical importance in West Virginia that can be visited by tourists.	Not addressed in <u>We the People</u>
SS.O.08.05.15	compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explain the heritage of the fair or festival and its significance to the preservation of West Virginia history.	Not addressed in <u>We the People</u>

Grade 8	Social Studies
Standard: 6	Reading
SS.S.08.06	<p>Students will</p> <ul style="list-style-type: none"> • use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. Infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>

“Terms to Understand encourage knowledge and application of core knowledge in every Lesson.

“Lesson Review” and “Activities” emphasize main ideas and supporting details.

“Idea for Discussion” asks students to research, prepare to discuss and defend a position and draw conclusions based on research and presentation of information.

Strong emphasis on framers and founding fathers, leaders of various movements.

Court cases show cause and effect.

Development of time lines and connection to current issues present a historical perspective and sequence of events.

“Problem to Solve” emphasize small and/or large group efforts and application of historical concepts to current issues.

Questions ask “Why” or “Why not” and defense of ideas and opinions.

Writing prompts and assignments are included in “Activities”.

Simulation of Congressional hearing includes essay writing.

