

Civics-Government

Eighth Grade

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. people, and the rights, privileges, and responsibilities of becoming active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to individual citizens.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) understands the difference between criminal and civil law as it applies to individual citizens (e.g., criminal--felony, misdemeanor, crimes against people, crimes against property, white-collar crimes, victimless crimes; civil--issue on contracts, property settlements, issues of responsibility). 2. _ (A) compares how juveniles and adults are treated differently under law (i.e., due process, trial, age restrictions, punishment, rehabilitation, diversion). 3. (A) evaluates the importance of the rule of law (protecting individual rights and promoting common good). 	

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Benchmark 2: The student understands the diversity of American society and socially shared ideals and political culture.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) recognizes the rights guaranteed, granted, and protected by the U.S. Constitution and other amendments including the Bill of Rights. 2. (K) explains the recurring issues and solutions involving minority rights (e.g., Title 9, job discrimination, affirmative action). 	

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Benchmark 3: The student understands how the U.S. Constitution allocates power and responsibility in the government.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) research historical examples of how legislative, executive, and judicial powers have been put to the test at the national level. 2. (K) identifies how the U.S Constitution can be changed (e.g., amendments, judicial review). 3. (K) identifies major areas of government spending in federal budget (e.g., defense, communication, transportation). 4. _ (A) analyzes the Declaration of Independence, the U.S. Constitution, and other writings to identify essential ideas of American Constitutional government. 	

5/27/2004

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Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. (A) researches and analyzes a current issue involving rights from an historical perspective (e.g., women’s movement, Brown v. Board of Education, Civil Rights).	

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Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. (K) describes the meaning of “of, by and for the people.” 2. (A) examines government response to international affairs from a historical perspective (e.g., immigration, wars).	

Economics

Eighth Grade

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. _ (A) analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (i.e., price goes up and production goes down, consumption goes down and distribution is not wide).	1. Write newspaper articles on the scarcity of manufactured goods in the South during and after the Civil War. 1. Write diary entries telling about the availability and price of food items along the Oregon Trail. (instructional suggestions are in development and may change)

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Eighth Grade

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Benchmark 2: The student understands how the market economy works in the United States.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (K) explains how relative price, people’s economic decisions, and innovations influence the market system (i.e., cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; steamboat led to increased distribution of goods, which brought down prices of good and made more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef). 2. (K) - (\$) describes the four basic types of earned income (e.g., wages and salaries, rent, interests, and profit). 3. (K) - (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, outsourcing). 4. _ (K) - (\$) describes the positive and negative incentives to which employees respond (e.g., Lowell, child labor, slavery, wage levels, benefits, work hours). 	<ol style="list-style-type: none"> 1. Have students research an 1800’s invention and report on the effect of that invention or productivity, prices, etc. 2. Make a poster illustrating the four basic types of earned income. 3. Write a letter to the editor, or to your senator or congressperson identifying factors of unemployment in your area. Suggest a possible solution to one of these areas. 3. Make a cause and effect chart showing factors affecting unemployment. 4. Interview a parent to find out positive and negative incentives of their jobs. <p>(instructional suggestions are in development and may change)</p>

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Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. (K) describes examples of specialized economic institutions found in market economies (e.g., corporations, partnerships, proprietorships, labor unions, banks, and non-profit organizations).	1. Break into groups and have each group research and present specialized economic institutions during the 1870's-1900. 2. Discuss international trade and make a chart showing benefits and costs of international trade. (instructional suggestions are in development and may change)

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Benchmark 4: The student analyzes the role of the government in the economy.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. (K) gives examples of how monopolies affect consumers, the prices of goods, laborers (workers), and their wages. (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; and anti-trust laws).	1. Ask students to write a paragraph comparing and contrasting Andrew Carnegie and John D. Rockefeller. Encourage the use of reference sources. Share the paragraphs in class. 1. Analyze political cartoons to examine public sentiment on monopolies, unions, and anti-trust laws. (instructional suggestions are in development and may change)

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Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) - (\$) explains how saving accumulation is influenced by the amount saved, the rate of return and time. 2. (A) - (\$) determines the opportunity cost of decisions related to a personal finance plan or budget. 	<ol style="list-style-type: none"> 1. Choose an item to buy (such as a \$200 stereo). Using a fictitious credit card account assume you pay the balance in full each month. How long does it take to pay off the stereo? Paying a set amount each month (such as \$40) how long does it take to pay off if the interest rate is .09%? What if only the minimum payment is made? 3. Keep track of your personal expenses for one week. Use your expenses to plan a budget for future weeks. <p>(instructional suggestions are in development and may change)</p>

Geography

Eighth Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 1: Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) locates major political and physical features of Earth from memory and describes the relative location of those features (see Appendix 2 for list of items). 2. (A) creates maps, graphs, charts, databases and/or models to support their historical research. 	

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Benchmark 2: Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) identifies and explains the changing criteria that can be used to define a region (e.g., North/South/Border States, Northwest Territory). 2. (A) explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/ South-Dixie). 	

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These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.

Benchmark 3: Physical Systems: The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

Geography

Eighth Grade

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. _ (A) evaluates demographic data to analyze population characteristics in U.S. over time (i.e., birth/death rates, population growth rates, migration patterns-rural and urban). 2. _ (A) analyzes the push-pull factors including economic, political, and social factors that contribute to human migration and settlement in U.S. (i.e., mobility, conflict, laws, regional integration). 3. (K) compare cultural elements that create the distinctive cultural landscapes during the civil war (e.g., technology, crops, housing types, agricultural methods, settlement patterns). 4. (K) identifies the geographic factors that influence United States interdependence of the world in 19th century (e.g., location advantage, resource distribution, labor cost, technology, trade networks). 	

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Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
1. (A) examines how human beings removed barriers to settlement by moving needed resources across the U.S.	

Kansas, United States, and World History

Eighth Grade

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, group, ideas, developments, and turning points in the beginning of the Republic.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains the major compromises made to create the Constitution (e.g., 3/5's Compromise, Great Compromise, Bill of Rights). 2. (K) describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., Alien and Sedition Act, National Bank, view on foreign policy). 3. describes the impact of the War of 1812 (e.g., nationalism, political parties, foreign relations). 4. _ (A) discusses the impact of constitutional interpretation during the era (i.e., Alien and Sedition Act, Louisiana Purchase, Marshall Court [Marbury] McCullough vs. Maryland (1819)). 5. _ (A) analyzes how territorial expansion of the United States affected relations with external powers and American Indians (i.e., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Gold Rush). 6. _ (A) explains how the Industrial Revolution and technological developments impacted different parts of American society (i.e., interchangeable parts, inventions, cotton gin, railroads, steamboats, canals). 7. (K) defines and gives examples of issues during Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal Policy). 	

Kansas, United States, and World History

Eighth Grade

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (K) explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification). 2. (K) analyzes impact of the Mexican War on expansion. 3. (K) analyzes the reaction of Americans to waves of Irish and German immigrants (e.g., Know Nothings, nativism). 4. (A) explains the impact on American society of religious, social, and philosophical reform movements of the early 19th century (i.e., abolitionism, education, mental health, women’s rights, temperance). 5. (A) discusses the impact of constitutional interpretation during the era (e.g., Dred Scott, Plessy v. Ferguson, Lincoln Suspension of Habeus Corpus). 6. _ (K) retraces events that led to sectionalism and eventually secession prior to the Civil War (i.e., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act/popular sovereignty, Uncle Tom’s Cabin). 7. (A) explains the issues that led to the Civil War (e.g., slavery, economics, and state’s rights). 8. _ (K) describes the turning points of the Civil War (i.e., Fort Sumter, Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea). 9. (A) compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Lee vs. Grant, Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chesnutt). 10. (A) compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, 	

<p>President Johnson).</p> <p>11. (K) discusses the impeachment and trial of President Andrew Johnson (e.g., constitutional powers and Edmund G. Ross).</p> <p>12. _ (K) analyzes the impact of the end of slavery on African Americans (i.e., Black Codes, sharecropping, Jim Crow, Amendments 13, 14, and 15, Frederick Douglass, Ku Klux Klan, Exodusters).</p>	
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Eighth Grade

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Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. (A) interprets the impact of the romance of the west on American culture (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody’s Wild West Show, Frederick Remington, the Cowboy). 2. _ (A) explains the impact of the railroad on the settlement and development of the West (i.e., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents). 3. (K) describes Federal American Indian policy after the Civil War (e.g., Dawes Act, Boarding Schools, forced assimilation). 4. (K) explains American Indians’ reactions to encroachment on their lands and the government response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee). 5. (K) explains how the rise of big business, heavy industry, and mechanized farming transformed American society. 6. (A) interprets data from primary sources to describe the experiences of immigrants of the late 19th century and how cultural groups affected American society. 7. (A) compares and contrasts the experiences of immigrants in urban versus rural settings. 	

Kansas, United States, and World History

Eighth Grade

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Benchmark 4: The student engages in historical thinking skills.

Eighth Grade Knowledge and Application Indicators	Eighth Grade Instructional Suggestions
<ol style="list-style-type: none"> 1. examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect. 2. examines a variety of different types of primary sources in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents). 3. uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative. 4. compares different descriptions of the same event in United States history to understand how different people might interpret historical event differently. 	