



CW Middle School

Social Studies 8 B

1. Creating a Government (14.29%)

Learning Targets

1.1 I can analyze the Articles of Confederation to determine its weaknesses.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the Articles of Confederation to determine its weaknesses.
3	Developing	I can give historical examples that exposed the weaknesses of the Articles of Confederation.
2	Basic	I can list the weaknesses of the Articles of Confederation.
1	Minimal	I can identify our nation's first form of government.
0	No Evidence	No evidence shown.

1.2 I can describe the five essential reasons for forming the U.S. Constitution as found in the Preamble.

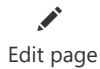
Learning Target	Descriptor	Definition
4	Proficient	I can describe the five essential reasons for forming the U.S. Constitution as found in the Preamble.
3	Developing	I can describe four essential reasons for forming the U.S. Constitution as found in the Preamble.
2	Basic	I can identify four of the essential reasons for forming the U.S. Constitution as found in the Preamble.
1	Minimal	I can explain the purpose of the Preamble to the Constitution.
0	No Evidence	No evidence shown.

1.3 I can evaluate the role of two compromises in the formation of the Constitution.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the role of two compromises in the formation of the Constitution.
3	Developing	I can explain how different opinions were modified to create a working constitution.
2	Basic	I can describe two compromises in the formation of the Constitution.
1	Minimal	I can identify two compromises used to create the Constitution.
0	No Evidence	No evidence shown.

1.4 I can use primary documents to defend Federalists and Anti-Federalists positions.

Learning Target	Descriptor	Definition
4	Proficient	I can use primary documents to defend Federalists and Anti-Federalists positions.



CW Middle School

Social Studies 8 B

Learning Target	Descriptor	Definition
3	Developing	I can explain the ratification process and conflicting ideas in a primary source document on government.
2	Basic	I can and describe the Federalists and Anti-Federalists positions regarding government.
1	Minimal	I can list two Federalist and two Anti-Federalist arguments for the Constitution.
0	No Evidence	No evidence shown.

2. Principles of American Government (14.29%)

Learning Targets

2.1 I can use the U.S. Constitution to describe the powers of both state and national government under federalism.

Learning Target	Descriptor	Definition
4	Proficient	I can use the U.S. Constitution to describe the powers of both state and national government under federalism.
3	Developing	I can explain how federalism works using multiple examples of state and national powers.
2	Basic	I can provide multiple examples of state and national powers.
1	Minimal	I can list two state and two national powers granted in the Constitution.
0	No Evidence	No evidence shown.

2.2 I can describe how checks and balances guard against tyranny, promote cooperation, and limit power between the branches of government as it pertains to law.

Learning Target	Descriptor	Definition
4	Proficient	I can describe how checks and balances guard against tyranny, promote cooperation, and limit power between the branches of government as it pertains to law.
3	Developing	I can give multiple examples of checks and balances branches have on each other.
2	Basic	I can describe role of each branch in the lawmaking process.
1	Minimal	I can list three branches of government and their function.
0	No Evidence	No evidence shown.

2.3 I can explain the process of how a bill becomes a law with different outcomes of the bill in a diagram format.

Learning Target	Descriptor	Definition
4	Proficient	I can explain the process of how a bill becomes a law with different outcomes of the bill in a diagram format.



 Edit page

CW Middle School

Social Studies 8 B

Learning Target	Descriptor	Definition
3	Developing	I can explain the process of how a bill becomes a law in a diagram format.
2	Basic	I can show multiple steps in a diagram format of how a bill becomes a law.
1	Minimal	I can recognize and define both a bill and a law.
0	No Evidence	No evidence shown.

2.4 I can differentiate between party ideas, and the Constitutional roles of my state and federal representatives using current examples.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate between party ideas, and the Constitutional roles of my state and federal representatives using current examples.
3	Developing	I can differentiate between the roles of my state and federal representatives using current examples.
2	Basic	I can identify my state and federal representatives and the roles they play in government.
1	Minimal	I can identify my federal representatives
0	No Evidence	No evidence shown.



CW Middle School

Social Studies 8 B

3. Research, Analyzing, and Writing (RAW) in the Social Studies (Constitution and Jackson) (14.29%)

Learning Targets

3.1 I can find, cite, and use credible sources within my work to support opinions and conclusions

Learning Target	Descriptor	Definition
4	Proficient	I can find, cite, and use credible sources within my work to support opinions and conclusions
3	Developing	I can find, cite, and use credible sources within my own work correctly.
2	Basic	I can find and correctly cite credible sources.
1	Minimal	I can find credible source(s).
0	No Evidence	No evidence shown.

3.2 I can structure and produce an argument using several pieces of evidence from primary and secondary sources.

Learning Target	Descriptor	Definition
4	Proficient	I can structure and produce an argument using several pieces of evidence from primary and secondary sources.
3	Developing	I can use primary and secondary sources to support an argument.
2	Basic	I can logically connect primary and secondary sources to an argument in an outline format.
1	Minimal	I can interpret primary and secondary sources and answer questions regarding those sources.
0	No Evidence	No evidence shown.

3.3 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3	Developing	I can develop and organize a response to a prompt with no errors in mechanics and conventions.
2	Basic	I can respond to a prompt with few errors in mechanics and conventions.
1	Minimal	I can respond to a prompt with multiple errors in mechanics and conventions.
0	No Evidence	No evidence shown.

4. The Bill of Rights and Citizenship (14.29%)

Learning Targets



CW Middle School

Social Studies 8 B

4.1 I can prioritize the rights granted to every citizen under the 1st Amendment based on personal ideology.

Learning Target	Descriptor	Definition
4	Proficient	I can prioritize the rights granted to every citizen under the 1st Amendment based on personal ideology.
3	Developing	I can list all freedoms found in the First Amendment and give examples of what they mean.
2	Basic	I can list all freedoms found in the First Amendment.
1	Minimal	I can list three rights found in the First Amendment.
0	No Evidence	No evidence shown.

4.2 I can connect the need for each of the amendments found in the Bill of Rights to revolutionary concerns and contemporary times.

Learning Target	Descriptor	Definition
4	Proficient	I can connect the need for each of the amendments found in the Bill of Rights to revolutionary concerns and contemporary times.
3	Developing	I can identify and give contemporary examples of rights granted to citizens in each of the first 10 Amendments.
2	Basic	I can identify rights granted to citizens in each of the first 10 Amendments.
1	Minimal	I can list 5 rights of a citizen found in the Bill of Rights.
0	No Evidence	No evidence shown.

4.3 I can provide examples of the rights of being a U.S. citizen compared to the duties and privileges of being a U.S. citizen.

Learning Target	Descriptor	Definition
4	Proficient	I can provide examples of the rights of being a U.S. citizen compared to the duties and privileges of being a U.S. citizen.
3	Developing	I can explain the process of naturalization and being born a citizen.
2	Basic	I can give three examples of privilege and two duties of a US. citizen.
1	Minimal	I can list two duties of a citizen.
0	No Evidence	No evidence shown.



CW Middle School

Social Studies 8 B

5. Early Application of U.S. Government (14.29%)

Learning Targets

5.1 I can analyze the role that precedence played in the Electoral College and Washington's presidency.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the role that precedence played in the Electoral College and Washington's presidency.
3	Developing	I can state two actions of the Washington presidency, give four examples of issues Washington warned the nation about in his farewell address, and explain how the electoral college works.
2	Basic	I can define the role of the electoral college and list four warnings Washington gave to the nation.
1	Minimal	I can define the role of the electoral college and list 2 warnings Washington gave to the nation.
0	No Evidence	No evidence shown.

5.2 I can compare and contrast national policies proposed by Hamilton and Jefferson.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast national policies proposed by Hamilton and Jefferson.
3	Developing	I can define what constitutes a loose and strict interpretation of the Constitution by giving three examples of each.
2	Basic	I can give two examples of a policy by Hamilton and Jefferson.
1	Minimal	I can list a policy proposed by Hamilton and Jefferson.
0	No Evidence	No evidence shown.

5.3 I can differentiate between foreign and domestic issues which faced our young nation, and compare them with contemporary concerns.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate between foreign and domestic issues which faced our young nation, and compare them with contemporary concerns.
3	Developing	I can differentiate between foreign and domestic issues which faced the young nation.
2	Basic	I can give examples of 2 foreign and two domestic issues.
1	Minimal	I can identify a foreign and a domestic issue.
0	No Evidence	No evidence shown.



Edit page

CW Middle School

Social Studies 8 B

6. An Emerging Nation (14.26%)

Learning Targets

6.1 I can explain how Jefferson's political administration differed from the previous Federalist presidents using examples.

Learning Target	Descriptor	Definition
4	Proficient	I can explain how Jefferson's political administration differed from the previous Federalist presidents using examples.
3	Developing	I can give two examples of how Jefferson's policies differed from the federalists.
2	Basic	I can recall the difference between a federalist and an anti-federalist idea, and who would be likely to support each.
1	Minimal	I can identify two groups in US history that would support Jefferson's ideas.
0	No Evidence	No evidence shown.

6.2 I can explain the acquisition of the Louisiana Territory, map the route Lewis and Clark took, and explain obstacles they faced.

Learning Target	Descriptor	Definition
4	Proficient	I can explain the acquisition of the Louisiana Territory, map the route Lewis and Clark took, and explain obstacles they faced.
3	Developing	I can map the route Lewis and Clark took, and explain obstacles they faced.
2	Basic	I can describe the size of the Louisiana territory, and identify individuals involved in exploration.
1	Minimal	I can identify parties involved in the acquisition of Louisiana.
0	No Evidence	No evidence shown.

6.3 I can take a position on the need for the U.S. to go to war in 1812 and sequence the events of that war.

Learning Target	Descriptor	Definition
4	Proficient	I can take a position on the need for the U.S. to go to war in 1812 and sequence the events of that war.
3	Developing	I can sequence the events of the War of 1812 by describing vocabulary, key people, and strategy.
2	Basic	I can list three reasons for going to war with Britain in 1812.
1	Minimal	I can identify three people and places of importance during the War of 1812.
0	No Evidence	No evidence shown.



CW Middle School

Social Studies 8 B

7. Contemporary and Geographical Applications: US Expansion (14.29%)

Learning Targets

7.1 I can use knowledge of physical and political US geography to create a visual representation of physical and political regional features in the Eastern and Great Plains regions of the US.

Learning Target	Descriptor	Definition
4	Proficient	I can use knowledge of physical and political US geography to create a visual representation of physical and political regional features in the Eastern and Great Plains regions of the US.
3	Developing	I can make mental comparisons of 85% of physical and political regional features on a map.
2	Basic	I can identify 75% of physical and political regional features on a map.
1	Minimal	I can identify 60% of physical and political regional features on a map.
0	No Evidence	No evidence shown.

7.2 I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.

Learning Target	Descriptor	Definition
4	Proficient	I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.
3	Developing	I can describe a current event, connect it to events in the past, and offer my opinion on it.
2	Basic	I can outline an event that is currently in the news and connect it to something that happened in the past.
1	Minimal	I can state an event that is currently in the news.
0	No Evidence	No evidence shown.

Submitted on 11/1/2021 by Sara Lorenz