



8th Grade Civics

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Overview

In eighth grade, students focus on the history of the United States including the American founding and establishment of democratic principles. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. As a result, students will gain an understanding of historical events in early American history, democratic principles, individual rights, and government institutions.

Course topics

- Writes with a clear purpose.
- Construct responses to compelling questions supported by reasoning and evidence while acknowledging the strengths and weaknesses of the explanations. Can gather information appropriately.
- Able to explain citizen responsibilities
- Understands government created by the US Constitution
- Realizes economic decisions affect the well-being of individuals, businesses, and society
- Can describe the roles of each branch of government
- Can explain early American history
- Understands innovation and entrepreneurship
- Able to explain how investing may build wealth and help meet financial goals.
- Can create a personal spending plan, including income, planned savings, and expenses

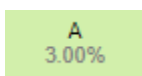
For each topic, a proficiency scale will be used to describe levels of student understanding. Below is a generic proficiency scale.

| | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.0 | Exceeding: The student consistently and independently demonstrates understanding of grade-level standards. Student performance reveals they consistently demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class. |
| 3.5 | Securing: <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| 3.0 | Meeting: The student consistently and independently demonstrates understanding of information and skills- simple and complex- that represent grade-level standards and expectations for learning. |
| 2.5 | Approaching: <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| 2.0 | Progressing: The student demonstrates understanding of foundational information and skills that are represented in grade-level standards. Though the student has gaps in learning with more complex information and skills, he/she is progressing toward understanding grade-level standards. |
| 1.5 | Developing: <i>Partial success at 2 content. Major errors at 3 content</i> |
| 1.0 | Beginning: The student demonstrates significant gaps in understanding information and skills that are represented in grade-level standards. Progress toward approaching grade-level standards is inconsistent. |
| 0.5 | Limited: <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| 0.0 | <i>Even with help, no success</i> |

Grading scale

| | | | | | |
|----|-----------|----|-----------|----|-------------|
| A | 3.00-4.00 | C+ | 2.17-2.33 | D- | 1.5 |
| A- | 2.83-2.99 | C | 2.00-2.16 | F | 0.00-1.49 |
| B+ | 2.66-2.82 | C- | 1.83-1.99 | N | No evidence |
| B | 2.50-2.65 | D+ | 1.66-1.82 | M | Missing |
| B- | 2.34-2.49 | D | 1.51-1.65 | I | Incomplete |

These integer marks represent indicators of performance. As demonstrated in the generic proficiency scale above, these represent a range of work. However, in the Infinite Campus *grade summary*, you will still see a % sign. **Please ignore the percentage sign.** Below is a screenshot of what shows in the parent portal. You can see the score of a 3.0 equates to an A, regardless of the %.



Work Habits

- Collaborates effectively with peers
- Communicates effectively and respectfully
- Uses time wisely and meets deadlines

Rather than utilizing an integer system for reporting behavior, we will use time-bound indicators. These are consistent with our work habits communication at the elementaries:

- **C-** consistently demonstrates habit or skill
- **I-** inconsistently demonstrates habit or skill
- **S-** seldom demonstrates habit or skill

Retake policy

- Students will have a one-week period in which to indicate their intent to retake an assessment.
- Student must complete any practice he/she didn't complete during the unit of instruction in order to reassess.
- If, at the end of the agreed-upon time frame, the child is still in the process of re-learning, he/she can keep working.

Additional Information

[Mr. Thein's Website](#)

[8th Grade Site](#)

[SRG website](#)