



We the People...
The Citizen and the Constitution
LEVEL GRADE 8

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CORE CORRELATION

for
STATE OF MISSISSIPPI
Social Studies Course Description
GOVERNMENT

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: 8

Unit Theme: The Constitution and Early National Period

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment	We the People Correlation
2 6 7 8	a, b d, e a, c a	Make a list of complaints against English colonial policy. Examine the Constitution and note how various complaints were addressed in the document (e.g., rights of assistance, 4 th Amendment).	<ul style="list-style-type: none"> Unit test. Teacher check list. Rubric. 	Unit Two Lessons 5,6,7 Unit Three Lessons 11,12,14, 15, 17
2 5 6	b e c, e	Analyze the weaknesses of the Articles of Confederation and how the Constitution corrected the problems. Create a chart.	<ul style="list-style-type: none"> From a list of party policies and ideas, identify each policy as either "Federalist" or "Anti-Federalist". 	Unit Two Lesson 10 Unit Four Lesson 18,19
5 6	e a, c, d, e	Make a list of basic principles of the Constitution and explain each (e.g., federalism, separation of powers, etc.).		Unit Three Lessons 14, 15.
5 6	e a, c, e	Create a diagram to illustrate separation of powers and checks and balances.		
6	a, c	Track a bill's passage.		Unit Three Lesson 15
6 7	c a	Note precedents established by the first president.		Unit Four Lesson 20
6 8	c a	List the major components of Hamilton's financial policy and explain the significance of the policy.		Unit Five Lesson 25,26
6	b	Compare the philosophies of the first two (2) political parties.		

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: 8
Unit Theme: Colonization and Revolution (continued)

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment
1 5	c g	Make a poster of famous quotations from the Revolutionary period.	<ul style="list-style-type: none"> Unit test. Teacher check list.
1 8	c a	Write an essay entitled "No Taxation Without Representation".	<ul style="list-style-type: none"> Rubric.
1	c	From the British point of view, write a newspaper article criticizing the actions of the American "rebels".	
1	c, d	Outline the war include causes, battles, leaders, results.	
1	c, d	Discuss strategies of both sides in the war. Note advantages and disadvantages associated with the strategies.	
1	c, d	Use Johnny Tremaine as the basis of a thematic unit on the war.	
1 2 6	c, d a d, e	Read the Declaration of Independence and divide into major parts. Have groups rewrite the document into today's language.	
1 8	c, d a	Discuss European assistance to both sides during the conflict.	

We the People...
Correlation

Unit Two
Lesson 6

Unit Two
Lesson 6

Unit Two Lesson 5

Unit Two Lesson 4



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Social Studies Course Description
U. S. GOVERNMENT

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: United States Government
Unit Theme: Structure of the Federal Government

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment	We the People Correlation
1	e	Analyze conflicts between the legislative, executive, and judicial branches.	<ul style="list-style-type: none"> Grade writing. 	Unit One Lessons 7, 8
1	a, b, c, e	Analyze and explain the scope of Presidential power and decision-making through such cases as the Steel Crisis, Missile Crisis, or the Iran Hostage Crisis.	<ul style="list-style-type: none"> Grade writing. 	Unit One Lessons 5, 6
1	a, e	Explain differences in authority among the levels of government.		Unit One Lesson 8, 9
4	b	Design a chart to show the compositions of the three (3) branches of government.	<ul style="list-style-type: none"> Grade chart. 	Unit One Lesson 1, 2, 3, 4

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: United States Government
Unit Theme: Historical Development

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment	We the People Correlation
1	a	Analyze the importance of the Declaration of Independence.	<ul style="list-style-type: none"> Grade presentation. 	Unit Two
1	a, d	Create charts on the various forms of government and economic systems (e.g., representative democracy, democracy, socialism, communism, etc.).	<ul style="list-style-type: none"> Grade presentation. 	Lessons 12, 13, 15, 16, 17
1	c	Create a timeline about factors and events that led to United States independence.	<ul style="list-style-type: none"> Grade presentation. 	Unit Two
4	c	Draw political cartoons depicting forms of government and types of rules.	<ul style="list-style-type: none"> Grade maps. 	Lessons 13, 14
4	a	Draw maps to show the pattern resulting from The Great Depression.	<ul style="list-style-type: none"> Grade writing. 	Unit Two
3	a	Write and analysis of the art works of Jacob Lawrence.	<ul style="list-style-type: none"> Grade presentations. 	Lessons 15, 16, 1
				Unit Two
				Lessons 19
				Unit Five
				Lessons 29, 30, 32, 33, 34

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: United States Government
Unit Theme: Political Process

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment	We the People Correlation
1	c	Have students to register to vote.		
3	c	Analyze the laws and amendments that pertain to voting in the United States.	<ul style="list-style-type: none"> Grade writing; matching multiple choice; Selected Response. 	Unit Four Lesson 27
1	c	Describe the electoral college and create a visual representation of the process.	<ul style="list-style-type: none"> Matching multiple choice; Selected Response. 	Unit Four Lesson 27
3	b			
4	a			
2	a	Design a map of the United States showing the electoral vote of each state in light of the most recent census.	<ul style="list-style-type: none"> Grade map. 	Unit Four Lesson 28
4	a	Create opinion polls to measure the effects of the media on upcoming school, state, or national elections.	<ul style="list-style-type: none"> Grade writing; design graphics. 	Unit Six Lesson 37
4	b	Interpret and analyze graphs, tables, timelines, and other social studies tools, showing voting trends and patterns in recent elections.	<ul style="list-style-type: none"> Design graphic; Grade presentation. 	Cartoons throughout text
5	c	Analyze political cartoons, comparing political candidates and elections.	<ul style="list-style-type: none"> Grade presentation. 	Unit Six Lessons 35,36, 37
1	a	Explain the disfranchisement of certain groups in America.	<ul style="list-style-type: none"> Grade assignment. 	Unit Four Lesson 28

SOCIAL STUDIES CURRICULUM FRAMEWORK GUIDE

Grade Level: United States Government
Unit Theme: Constitutional Principles

Competency	Objectives	Suggested Teaching Strategies	Suggested Assessment
1	b	Analyze the Constitution using passages from the <u>Federalist Paper</u> .	<ul style="list-style-type: none"> Grade writing.
4	a	Describe the roles and powers of each branch of government.	<ul style="list-style-type: none"> Grade writing.
4	c	Draw political cartoons showing the check and balance system.	<ul style="list-style-type: none"> Grade presentation.
5	a	Explain the rights and responsibilities of American citizens according to the Bill of Rights.	<ul style="list-style-type: none"> Matching multiple choice; Selected Response.

We the People
Correlations

Unit Six
Lesson 39
Unit Three
Lesson 18,19,2

Unit Two
Lesson 14
Unit Six
Lesson 40

Unit Three
Lesson 22
Unit Three
Lesson 18, 19

Unit Two
Lessons 13,14,