

# School District of Loyal

## American Government

### Grade: 8th Grade

## Student Learning Targets



Class: American Government		
Students who demonstrate understanding can:		
WI State Standards	Standard:	Student Learning Targets:
Standard SS.PS1.a.m	Investigate the components of responsible citizenship.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Investigate components of responsible citizenship</li> <li>Understand your civic duties as an American</li> <li>Apply learned concepts to community involvement</li> </ul>
Standard SS.PS3.c.m	Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Analyze the structure of government at the local, state, tribal, and federal levels</li> <li>Analyze the Functions of government at the local, state, tribal, and federal levels</li> <li>Analyze the powers of government at the local, state, tribal, and federal levels</li> <li>Analyze the limitations of government at the local, state, tribal, and federal levels</li> </ul>
Standard SS.PS4.a.m	Assemble an argument utilizing multiple sources of information.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Assemble a strong argument.</li> <li>Utilize multiple credible sources when creating an argument.</li> </ul>
Standard SS.PS4.b.m	Provide examples of diplomacy, pluralism, and consensus-building (between individuals, groups, and institutions).	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Provide examples of Diplomacy between individuals, groups, and institutions</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide examples of Pluralism between individuals, groups, and institutions</li> <li>● Provide examples of consensus-building between individuals, groups, and institutions</li> </ul>
Standard SS.PS2.c.m	Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Compare and Contrast the political Status of marginalized groups both historically and in the present, both in the United States and worldwide</li> <li>● Compare and Contrast Social Status marginalized groups both historically and in the present, both in the United States and worldwide</li> <li>● Compare the economic Status of marginalized groups both historically and in the present, both in the United States and worldwide</li> </ul>
Standard SS.PS2.b.m	Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Analyze the rights and responsibilities of United States Citizens</li> <li>● Analyze your right and responsibility to vote</li> <li>● Analyze your right and responsibility to participate in jury duty</li> <li>● Analyze your right and responsibility to pay taxes</li> <li>● Analyze your right and responsibility to obey the laws of the United States</li> </ul>
SS.PS3.b.m	Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Summarize how civic institutions influence society</li> <li>● Summarize how civic institutions influence politics</li> </ul>