

Area of Focus: 8th Grade History, Foundation

Learning Objectives:

To begin the school year, students will review the principles of History, with a focus in history as the story of Christ and his interaction with individuals and nations—His Story. Students will understand the overall patterns of history--the rise and fall of nations--with an emphasis on the Book of Mormon's role in illustrating these patterns. Students will be reminded that history is being created every day, that they have been sent to earth during the last days for an important reason, and that their understanding of the patterns of history will help them navigate the complexities of the last days and successfully fulfill their individual missions in life.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will write about their understanding of why it is important to study history. They will create a hand-drawn timeline detailing the historical events they are aware of that occur during our 8th grade curriculum—1787 to the present—in order to activate their background knowledge.

Teaching Methods and Process:

Research:

- Students will each be assigned to research one of the 19th History Timeline Links (with additional key historical events added by the instructor in order to allow each student a unique topic of research). Using the scriptures, words of the prophets and other wise men and women, and other valid sources, students will compile information related to their assigned timeline link.

Reason:

- Students will reason the important individuals and events from their assigned timeline link and find scriptures that support their reasoning. They will reason the main principles that undergird their timeline link.

Relate:

- Students will relate the principles they have reasoned to their own life and the lives of their classmates as they prepare to create a handout about their assigned timeline link.

Record:

- Students will present their handout along with a PowerPoint presentation to the class.

Learning Evaluation: Heart and Mind

- Students will receive participation points for their *Journal of Truth* writing and for creating a hand-drawn timeline of our 8th grade history curriculum scope and sequence. They will also be evaluated on their Timeline Link presentation and the handout they create to accompany their presentation.

Area of Focus: 8th Grade History, Founding of America & Founding Fathers

Learning Objectives:

The student will understand the fundamental principles central to America's founding documents, including the Declaration of Independence and the Constitution of the United States. They will also have an understanding and appreciation of the early leaders who helped develop the nascent United States.

Teaching Methods and Process:

Research

- The content will be provided through lecture, presentation, and class discussion. We will also be referencing several readings, including the Declaration, Constitution, and Skousen's *5000 Year Leap*
- We will briefly review the Revolutionary War, the pressures that created it, and how those pressures are reflected in the founding documents.
- We will also review biographical information about the founding fathers and their wives. It's important the student understands the dangers and risk these people endured in their efforts to create the country.
- We will look closely at the Constitution, the Bill of Rights, and how the U.S. Government was designed to function.

Reason

- The students will be given the opportunity to discuss/debate the principles enshrined in the founding documents.
- They should also reason why the founding documents were written with broad principles and were sometimes deliberately vague. How were ideals in the documents (such as "all men are created equal") understood differently in the 18th Century than they are in the 21st?

Relate

- We will look closely at the human side of the founding fathers and their families, and strive to empathize with the unique and sometimes dangerous straits they had to navigate in their efforts to establish a new nation.
- We will discuss how the underlying principles (particularly of the Declaration of Independence) apply universally and the students should discuss how those principles relate to our lives today.

Record

- The students will take notes on lectures and in-class discussions.
- They will be given small writing assignments on the principles within the Declaration of Independence.

Learning Evaluation: Heart and Mind

- The students will be able to articulate, either in writing or verbally, an understanding of the founding documents and the principles that inspired them. Ideally, the student will leave the unit with an appreciation and gratitude for the Constitution, Declaration, and the founding fathers and mothers of the country.

Area of Focus: 8th Grade History, 2nd Great Awakening (1800-1860), Westward Expansion, Constitutional Principles, Native American & Slavery Issues

History connects us through the ages, gives us roots, and a greater moral compass. History, His Story, brings an awareness to the student of His Plan being fulfilled throughout the ages and of His ever present, Providential hand in the lives of mankind. History continually connects our hearts and minds to the important roles of our own personal histories.

Learning Objective:

Through the 4-R method, students will learn about the most important events and circumstances of the 2nd Great Awakening, which will emphasize westward expansion, Constitutional principles that were challenged, Native American and slavery issues, and more. Specific events leading up to the Civil War and our nation becoming divided will be discussed and analyzed. Early church history will be reviewed, including major events such as the Mormon exodus and the Mormon Battalion.

Teaching Methods & Process

Research:

- **US Presidents** - John Quincy Adams, Andrew Jackson, Martin van Buren, Harrison, John Tyler, James K. Polk, Zachary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan
- **Latter-day Prophets** - Joseph Smith, Brigham Young
- **The 2nd Great Awakening Sub-Units: Westward Expansion, Constitutional Principles, Native American & Slavery Issues**

Early Church History	Indian Removal Act - Trail of Tears
Native Americans - land wars	Nat Turner Revolt - Abolitionist
Death & Legacy - Adams, Jefferson	Alexis de Tocqueville
Oregon Trail	Church History / Restoration
Amistad - Supreme Court	Battle of the Alamo
Growth of US territories & states	Indian Wars
Mormon Battalion	Mormon Exodus
Mexican-American War	Compromise of 1850
Gold Rush	Dred-Scott Decision
Women's Rights Campaign	Utah War
Fugitive Slave Act of 1850	Harper's Ferry
Pre-Civil War Issues	KS-NE Act
Uncle Tom's Cabin	Gadsden Purchase
Pony Express	A Covenant Land & People

- Skousen's, *The 5,000 Year Leap* will be used as a text reference.

Reason:

- The students will participate in ethical and moral reasoning as we discuss the often harsh treatments associated with the racial and religious persecutions of this time.
- Westward expansion reasons will be discussed and outlined. What were the main contributing factors and draws for heading west.
- America is a new nation, but our Constitutional principles were already being threatened. We will reason through why this was happening and what was behind this.
- The student will reason through the good and the bad of the Mormon exodus and Mormon Battalion march. God's providential hand and miraculous events will be discussed.

Relate:

- Students will relate what was happening to the blacks, Native Americans, and Mormons during this time and how these relate to similar persecutions and decisions that are being made today.
- The students will be asked how they would they respond to such persecutions? Are religious freedoms a right? A privilege? What would happen if they are taken away?
- The students will be given opportunities to learn how to relate to (or see) both sides on an issue, to view it from more than one perspective, and to identify where they stand.

Record:

- During this study unit the students will be researching and writing an Ancestry Narrative and how the stories they learn relate to themselves.
- The students will engage in historic scenarios, where they will be asked to take one side or the other associated with a challenging topic of this time period.
- They will take notes from the lectures given, participate in class discussions, and engage in both written and hands-on activities associated with this time period.

Learning Evaluation: Heart & Mind

From the study of the 2nd Great Awakening unit, students will learn more about how a nation stays unified and what things can destroy and divide a nation and its people. They will learn about the early LDS Church history and some of the persecutions they endured. They will learn about what it means to stand for truth and righteousness, to maintain Constitutional principles, and to stay true to their conscience during very challenging times.

Area of Focus: 8th Grade History, Civil War

Learning Objectives:

The student will understand the pressures and sectional tensions that led to the breakdown of the union and civil war. They will understand the history of slavery in the United States, the unique ways slavery affected the economy and culture of the North vs the South and understand how the Civil War came to end the practice. The students will also learn about some of the central figures of the antebellum US and Civil War, including Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant, and especially Abraham Lincoln.

Teaching Methods and Process

Research

- The content will be provided through lecture, presentation, and class discussion. We will also be referencing several texts and educational films concerning the Civil War.
- We will briefly cover the history of slavery in the United States from the country's inception.
 - This will include the tensions over extension of slavery into new territories within the country.
- We will discuss the motivations of both the leaders and the average citizen of North vs. South.
- We'll discuss what the ultimate goals were for each side and why and how they either accomplished or failed to achieve them.

Reason

- The students will be given the opportunity to discuss slavery's role in the war.
 - They will also discuss the life of a slave, particularly through the eyes of Dred Scott and discuss the significance of the Supreme Court's infamous Dred Scott decision.
- The students will discuss/debate how Southerners and Northerners felt justified in going to war against their countrymen.

Relate

- Use of personal letters sent during the war will be used to understand average soldiers' perspectives of the war.
- We will discuss the significant differences between the antebellum United States and postbellum United States.

Record

- The students will take notes on lectures and in-class discussions.
- They will be given small writing assignments, possibly including persuasive/argumentative essays about different perspectives of the war.

Learning Evaluation: Heart and Mind

Students should leave the Civil War with an understanding of the pressures, especially those of slavery, that created the war. They will also have an understanding how the Civil War fundamentally altered and established many of the paradigms by which we view our own country. They will also be able to understand how remnants of the Civil War still manifest in our modern day.

Area of Focus: 8th Grade History, The Reconstruction Era

Learning Objective:

Through the 4R method, students will come to understand the main events of the Reconstruction Era—1865-1877. They will be able to explain the term “reconstruction,” and how it relates to post-civil war events. They will be able to discuss the importance of the 13th, 14th, and 15th amendments to the Constitution. They will understand the contributions of significant individuals during the time period and the challenges faced by various groups of people living at the time. Students will understand the importance of confronting troubling events from the historical past in an effort to improve the present and the future because of the principles that have been learned through their study.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will engage in a class discussion about their understanding of the Reconstruction Era. They will be asked to record their understanding in order to activate their background knowledge of the subject.

Teaching Methods and Process:

Research:

- Students will be introduced to the key individuals and events during the Reconstruction Era. They will read primary source documents and scholarly articles that relate to the time period and will view a documentary on the building of the Transcontinental Railroad.

1865-1877	Reconstruction Era		
Brigham Young	Andrew Johnson (1865-1869)	A Nation Divided	Klu Klux Klan
		Booker T. Washington	George W. Carver
		Alaska Purchase	
	Ulysses S. Grant (1869-1877)	13th, 14th, 15th Amendments	Chicago Fire
		Women's Suffrage Movement	Amnesty Act
		Transcontinental Railroad	National Parks
		Naturalization Act of 1870	
		Civil Rights Act(s)	

	Rutherford B. Hayes (1877-1881)	Nez Perce Wars	Thomas Edison
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Reason:

- Challenges to Constitutional principles will be reasoned and discussed. Students will reason principles of history—opposition in all things; the proper role of government; the individual’s role in helping to overcome societal challenges—and will draw principles from their reasoning. Students will reason principles from the lives of individuals who exhibited Christ-like behavior and integrity during this time period.

Relate:

- Students will compare current societal challenges with those of the Reconstruction Era, including challenges to positive relations between individuals of differing ethnic and racial backgrounds.

Record:

- Students will engage in a variety of activities, including class discussions, writing assignments, quizzes, and tests.

Learning Evaluation: Heart and Mind

Students will be evaluated on their participation in class discussion, writing assignments, quizzes, and tests.

Area of Focus: 8th Grade History, Progressive Era (1890-1930)

History connects us through the ages, gives us roots, and a greater moral compass. History, His Story, brings an awareness to the student of His Plan being fulfilled throughout the ages and of His ever present, Providential hand in the lives of mankind. History continually connects our hearts and minds to the important roles of our own personal histories.

Learning Objective:

Through the 4R method, students will learn about the most important events and people of the Progressive Era from 1890 to 1930. Students will learn that this is a coming of age time for America. The sudden increase in ideas and industry is addressed, as well as America’s transition to mainstream globalization. Students will also be introduced to how the seedbeds of communism were planted and how this affected America.

Teaching Methods & Process

Research:

- **US Presidents** - Benjamin Harrison, Grover Cleveland (2nd time), William McKinley, Theodore Roosevelt, William H. Taft
- **Latter-day Prophets** - Wilford Woodruff, Lorenzo Snow, Joseph F. Smith, Heber J. Grant
- **Progressive Era Sub-Units:**

Globalization & Monroe Doctrine	Sherman Anti-Trust Act
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Inventions & Industrialization	Bell, Edison, Goddard, etc.
Cuban War of Independence	Panic of 1893
Land Run of 1895 - Westward Expansion	Venezuelan Crisis - Monroe Doctrine issues
Plessy v. Ferguson - separate but equal	B.T. Washington - Atlanta Expo Speech
Pure Food and Drug Act	New Orleans Dock Riots
Utah becomes a state	Gold in Yukon
Dingley Act	Boston Subway
Spanish-American War	Treaty of Paris
American Anti-Imperialist	Yellow Journalism
Open-Door Policy	US Census begins
Gold Standard Act	Boxer Rebellion
Assassination of Pres McKinley	Seedbeds of Communism
Panama Canal	Hay-Pauncefote Treaty
Ford Motor Company	Wright Brothers
Russo-Japanese War	San Francisco Earthquake
NAACP - WEB Du Bois	Boy Scouts of America
Roosevelt Assassination Attempt	Sinking of Titanic
Federal Reserve Act	Impact of Secularization

- Skousen's, *The 5,000 Year Leap* will be used as a text reference.

Reason:

- The students will come to understand how the sudden increase of inventions, industrialization, and technology are interconnected with the restoration of the gospel in America and forwarding Heavenly Father's plan.
- They will reason through how the progressive minds of the time contributed nationwide and globally, and the impact these ideas had on mankind.

Relate:

- The students will be asked to relate to how ideas are revealed to mankind according to Heavenly Father's time, needs, and purpose and what this means.
- The students will be asked to relate how the inventions, ideas, and technological advances given to man are often meant for the purpose of building His kingdom on earth and furthering His work. Relate ways in which this is done.
- The adversary will try to use these new ideas to fulfill his purpose, to destroy mankind, to try and thwart God's plan, to spread his evil designs. The students will relate to how this is being done in our world today with the technology and inventions revealed.
- Students will be asked these questions and seek for ways to personally apply and relate:

- How will you use what has been revealed for doing good?
- Where will you go, and for what purpose will you seek, new ideas and ways of doing things?

Record:

- The students will create and present an *Age of Industry* newspaper, true to the Progressive Era time period. This newspaper will focus on a specific inventor/invention and two main historical events that occurred at the time of this invention.
- The students will take notes from the lectures given, participate in class discussions, and engage in both written and hands-on activities associated with this time period.

Learning Evaluation: Heart & Mind

From the study of the Progressive Era, students will have a better understanding of America's importance in history concerning its economic strength, industrial power, globalization, educational programs, ability to give aid and exchange ideas, and how all of these connect to setting a world standard and expanding Christianity and building His kingdom throughout the globe.

Area of Focus: 8th Grade History—World War I

Learning Objective:

The student will understand the global conflict of World War I, the pressures that created the it, and the United States' involvement in the war. They will understand how the consequences of the Great War set the stage for many of the most significant events of the 20th Century—most notably World War II and the Cold War.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Teaching Methods and Process:

Research

- The class will participate in lectures and discussions.
- The class will consult articles, books, and original documents from the war, including the poems *Dulce et Decorum Est* and *Flanders Fields*.
- The class will review accounts of individuals from the war, most notably Sgt Alvin York.
- The students will also do independent research on a chosen topic within the war.

Reason

- Students will reason about the social pressures and movements that led to the creation of the war.
- They will ponder and discuss the contrast between patriotism and unhealthy or toxic forms of nationalism.
- The students will discuss the morality of war, especially as portrayed in the various poetry and the life of Sgt York.
- The students will discuss how World War I affected the events that followed it, including how it touches our modern day.

Relate

- Students will relate the principles of patriotism and duty to their own lives while still understanding the nuanced and terrible nature of war.

Record

- Students will take notes during class lectures and discussions.
- Students will, either in writing or class presentation, relate findings from the topic they chose to research.

Learning Evaluation: Heart and Mind:

The students will be presented a test (or quizzes) on the major themes and events of World War I. They will be able to articulate, in conversation, presentation, or writing, their understanding and feelings about the war, and how it has and continues to affect our world.

Area of Focus: 8th Grade History, The Great Depression & New Deal Era (1919-1939)

History connects us through the ages, gives us roots, and a greater moral compass. History, His Story, brings an awareness to the student of His Plan being fulfilled throughout the ages and of His ever present, Providential hand in the lives of mankind. History continually connects our hearts and minds to the important roles of our own personal histories.

Learning Objective:

Through the 4R method, students will learn about the most important events and circumstances of the The Great Depression & New Deal Era from 1919 to 1939. Students will learn about the contributing factors and disastrous nationwide economic impact of the Great Depression and its surrounding events. They will learn about F. D. Roosevelt’s, New Deal plan and how this plan affected the American people and businesses both then and now. The students will learn about pre-WWII events, fascism, and the roots of Nazism. The LDS Church history of this time period will also be covered.

Teaching Methods & Process**Research:**

- **US Presidents** - Woodrow Wilson, Warren G. Harding, & Calvin Coolidge, Herbert Hoover, Franklin Delano Roosevelt
- **Latter-day Prophet** - Heber J. Grant
- **The Great Depression and New Deal Era Sub-Units:**

LDS Church History	D&C 138 -Spirit World Revelation
18th Amendment & Prohibition	19th Amendment- Women's Vote
Equal Rights Amendment	Immigration Act
Charles Lindbergh	Movies w/sound - Theaters
Wall-Street Crash of 1929	American-Samoa US Territory
Dust Bowl Era	Empire State Bldg.

21st Amendment- End Prohibition	Amelia Earhart
FDR's New Deal Plan	The Jungle - FDA regulations
FBI Established - Hoover	Indian Reorganization Act
Social Security Act	Hindenburg disaster
Panay Incident - Japanese attack	Golden Gate Bridge -San Fran.
Pre-WWII Events	Fascism & Nazism

- Skousen's, *The 5,000 Year Leap* will be used as a text reference.

Reason:

- The students will reason through why the Great Depression happened, what kind of toll it took on America's economy, and come up with ideas of how a nation could recover from such an event.
- The students will reason and discuss whether or not the New Deal plan was good or bad for America. What appears to be good short-term vs. long-term, giving the federal government more control. They will reason how and why this plan helped America to recover from the deficits occurred during WWI and the Great Depression.
- The students will reason through the pros and cons of the Equal Right movement, Social Security Act, and Immigration Act.
- Students will reason how and why Nazism took hold and how decisions after WWI created conditions that allowed the pre-events of WWII to take place.

Relate:

- Students will relate how the decisions made during this time period affect them today and what kinds of decisions need to be made today to avoid having what happened then, from occurring again. They will relate how similar today is to this time period.
- What is the church's view on women and how they are seen as equal (partners) to men?

Record:

- During this study unit the students will be researching and writing a 6-8 page Research Paper on a topic of their choice that relates to our 8th grade history curriculum.
- The students will engage class debates on some of the controversial topics of this time period.
- They will take notes from the lectures given, participate in class discussions, and engage in written and hands-on activities associated with this time period.

Learning Evaluation: Heart & Mind

From the study of the Great Depression, students will learn more about America's economic system, how America recovered from an economic disaster, state vs. federal government controls, maintaining rights, and how the revealed truths through the Lord's prophets shed important lights to understanding our world and the spirit world.

Area of Focus: 8th Grade History—World War II

Learning Objective:

The student will understand the global conflict of World War II, the pressures that created the it, and the United States' involvement in the war. They will understand the United States' contribution to the ultimate allied victory over Germany, Italy, and Japan. They will be able to understand how the war elevated the US and Russia to sole "super powers" and the resultant Cold War. They will also understand how the Holocaust and other atrocities occurred.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Teaching Methods and Process:

Research

- The class will participate in lectures and discussions.
- The class will consult articles, books, and original documents from the war, including speeches from Winston Churchill, Franklin D. Roosevelt, and Dwight D. Eisenhower.
- The class will review accounts of many individuals from various theaters of the war, including LDS servicemen and women from both sides of the conflict and heroes like Pfc Desmond Doss.
- The students will review the Marshall Plan and study how it differed from WWI's Versailles Treaty

Reason

- Students will reason about the social pressures and movements that led to the creation of the war, especially how the allied mishandling of WWI created the climate that gave rise to Fascism, Communism, and the eventual Second World War.
- The class will discuss the decisions of various people in difficult positions of the war.
- They will critically evaluate the role of racism, nationalism, and fear that caused rationalization for atrocities like the Holocaust or mistreatment of POW's.
- The students will evaluate the lives of individuals in the war and evaluate the decisions those people made.

Relate

- Students will evaluate how they might respond in similar, extreme circumstance to many of the people who made heroic decisions in the war.
- Students will contrast and compare the world's circumstances before and after the war, and relate it to modern times.

Record

- Students will take notes during class lectures and discussions.
- Students will select and research topics related to the war and write an essay (or presentation) concerning that subject.

Learning Evaluation: Heart and Mind:

The students will be presented a test (or quizzes) on the major themes and events of World War II. They will be capable of discussing many war-related topics, including how atrocities like the Holocaust developed, how to recognize warning signs of authoritarianism, and how/why the allied response to

World War II completely differed from the response to World War I. They will have an appreciation and understanding not just of the famous figures of the war, but also of individuals from all sides whose lives were affected by the war.

Area of Focus: 8th Grade History—Cold War and Civil Rights

Learning Objective:

The students will understand the nuanced and dangerous Cold War and how it resulted in the United States emerging as the most powerful nation in the world. The students will also understand the concurrent struggles surrounding the Civil Rights Movement and how that movement changed the lives of Black Americans and other minorities throughout the country.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Teaching Methods and Process:

Research

- The class will participate in lectures and discussions.
- The class will consult articles, books, and original documents Civil Rights Movement, including speeches by Dr. Martin Luther King.
- The students will read sources detailing the conflict between Communist Soviet Russia, the proliferation of nuclear weapons, and the tactics each side followed in the Cold War.
- Students will review the significant Supreme Court cases of Plessy v. Ferguson and the later Brown vs. Board of Education and their roles and effects within the Civil Rights Movement

Reason

- The students will discuss the difficulties faced by minorities—particularly African-Americans—in the decades following World War II.
- Students will compare and contrast America’s form of Democratic Republicanism with USSR’s Communist system.
- They will critically evaluate the racism and bigotry that existed in postwar United States and the efforts taken to overcome those prejudices.

Relate

- Students will discuss how racism still exists in the world today.
- Students will discuss their current freedoms and how they might change under different forms of government, specifically Communism.

Record

- Students will take notes during class lectures and discussions.

Learning Evaluation: Heart and Mind:

Students will understand and be able to relate details about the Cold War and the contrast between Communism and a Democratic Republic. They will also understand the Civil Rights Movement, the ultimate goals of that movement, and how fear and prejudice created many obstacles for black Americans; they will also know how repercussions of the movement still affect our world today.

8th Grade - US History - Reagan Era - 1980 to 1990 (1975 to 1999)

Learning Objective:

Through the 4-R method, students will learn about the events leading up to and after the Reagan Era from 1980 to 1990. Students will learn about Reaganomics, the Space and Arms Race, the ending of the Cold War, the Gulf War, and how the honorable character, common sense, and integrity of President Reagan helped create significant diplomatic and economic success during some very intense times in America's history.

Teaching Methods & Process

Research:

- **US Presidents** - Ronald Reagan, George Bush, Bill Clinton
- **Latter-day Prophets** - Spencer W. Kimball, Ezra Taft Benson, Howard W. Hunter, Gordon B. Hinckley
- **Reagan Era Sub-Units** (+Bush, Clinton):

Space Shuttle Challenger	Reaganomics
Sandra Day O'Connor - Supreme Ct	Arms Race - Anti Nuclear Protest
Strategic Defense Initiative	Olympic Boycott - 1984
US Embassy Bombing - Beirut	Lebanon - PLO - Marines
Firearms Owners Protection Act	Hands Across America
Iran-Contra Affairs	Immigration Reform Act
Berlin Wall comes down	Black Monday
Nuclear Arms Treaty - USA & USSR	Civil Liberties Act - Japan-Amer
Exxon Valdez Oil Spill	(Loma Prieta Earthquake-Keisha)
Malta Conf - Gorbachev & Bush	Chemical Weapons Act
Gulf War 1990-1991	Hubble Space Telescope
Operation Desert Storm - Kuwait	START I & II - USA & Soviets
Dissolution of Soviet Union	End of Cold War
World Trade Center Bombing 1993	North Amer. Free Trade Agree.
Great Flood - 1993	Violence Against Women Act
Oklahoma City Bombing	Welfare Reform Act
Federal Govt. Shutdown - '95-'96	Human Cloning
US Embassy Bombings-Tanzania & Kenya	USS Cole Bombing - Yemen
School Shootings - Columbine	

*Skousen's, *The 5,000 Year Leap* will be used as a text reference.

Reason:

- The students will come to understand how real the threats of communism and nuclear attacks were and reason through how nations change for the better under the right kind of leadership (ie. USA, USSR). Why? How?
- The students will reason through various economic reforms that have helped or hindered our nation's progress. They will come to understand why a good economic balance is needed and how this is achieved.
- They will reason through proper diplomacy skills, what they are and why they are important to attain. They will reason through what kinds of characteristics are found in good national leaders and the importance of being able to make hard decisions.
- The students will discuss and reason about America's continual and very important role as peacekeeper, guardian of rights and freedoms, and defender of wrongs throughout the globe - during the Reagan Era and other times before and since.

Relate:

- The students will be asked to relate to some of the tough decisions that Ronald Reagan made by asking themselves where their foundations lie, how firmly rooted are they in certain principles, and how well could they defend and stand up for their position.
- The students will ask themselves how much of who we are is dependent on ourselves, our parents, the environment and economic status we are raised in, the connections we or our parents have, our depth and level of faith in the Savior's teachings and promises, and/or what factors determine our character. When is our character strength tested?
- The students will learn, relate to, and discuss what to do when other people and countries make bad decisions that affect us.

Record:

- The students will take notes from the lectures given, participate in class discussions, and engage in both written and hands-on activities associated with this time period.
- Student will engage in class debates and real-life scenarios concerning some of the tough decisions made during the Reagan Era by re-enacting what happened during this time and the factors affecting the safety, peace, freedoms, and rights of people everywhere.
- The students will be participating in presenting the main ideas from their Research Papers during this unit of study. They will be encouraged to look for examples of good character, wise decisions, and how the topic they covered in their research paper effects our world today. What do they admire, main points of interest, and/or are grateful for from what they learned in their research?

Learning Evaluation: Heart & Mind

President Ronald Reagan has been hailed by many as being one of our greatest Presidents ever. He helped to end the Cold War. His 'Reaganomics' program helped get America back on its feet and led us towards unprecedented growth and prosperity for the next two decades. He helped revitalize the conservative movement, believed in a government of and for the people, and established peace through strength (character and military). Reagan was optimistic, believed in new beginnings, and agreed to cut nuclear weapons programs in an effort to get the USSR to do the same. He was not afraid to voice his

values, which were often Christian-based and family-national strength oriented. He made necessary tax reforms. Reagan was not afraid to make difficult, but needed decisions. He genuinely loved America and all it was founded upon. He was a true patriot. He loved God, read the Bible, was humble, and loved his wife and family. His character and leadership traits are something we admire at AHS and hope to better foster and nurture in our own students. The students will benefit from this unit of study for many reasons and be taught how to relate and apply these kinds of traits in their own lives.

Area of Focus: 8th Grade History Unit—The Last Days

Learning Objective:

This unit may be introduced at the beginning of the year to provide context for the rest of the history timeline, and then revisited at the end of the year. Using the 4R method, students will learn about and be able to define the term, “The Last Days,” and explain that this time period in which we live is the subject of prophecy, both ancient and modern. They will come to understand that because they are living during this time, they each have an important mission to accomplish in preparation for the Savior’s Second Coming. They will be able to identify scriptural signs of times and their fulfillment. They will be able to identify societal trends that lead people away from Christ and will understand how to avoid those temptations.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will discuss their understanding of “The Last Days,” and will do a pre-writing exercise that will activate their background knowledge of the topic.

Teaching Methods and Process:

Research:

- Students will read and annotate various articles related to the topic. They will study a list of signs of the last days as contained in the book *65 Signs of the Times* by David Ridges, and will engage in an in-depth study of key scriptures related to the topic. They will identify righteous individuals to whom they can look for examples of strength and courage.

The Last Days	Prophecies Foretold	Fulfilling of signs & prophecies
Russell M. Nelson	No Need to Fear (Prepare Spiritually)	A Time of Great Light & Darkness
	Latter-Day Revelations	Exciting time to be on earth
	Gathering of Ten Tribes	Worldwide Missionary Work

Reason:

- Students will reason principles from the scriptures that will help them to live during the last days with confidence and faith. They will identify characteristics of those individuals that they can emulate in their own lives. Students will be able to identify societal trends and connect those trends to ancient and modern prophecy about the last days.

Relate:

- Throughout the school year, students will relate the events they study in literature and history to their experiences living in the last days. They will relate scriptural principles they have studied to their personal lives.

Record:

- Students will have a variety of opportunities to discuss and write about their experiences living in the last days and will be encouraged to express their individual talents as they record in a variety of ways throughout the year.

Learning Evaluation: Heart and Mind:

Students will be evaluated on their written assignments, participation in class discussion, and overall behavior as an American Heritage student. Students who have internalized the importance of their contribution to the Lord's work in the last days will exhibit a willingness to learn and participate in positive ways both in and out of class.

8th Grade - History Unit - *The 5,000 Year Leap* by Cleon Skousen**Learning Objective:**

Students will be able to relate to and reason through 28 core principles of freedom established by our Founding Fathers. They students will learn how adherence to these principles helps to keep and maintain the freedoms we enjoy in America, and how disobedience and ignorance to them brings the bondage and slavery.

Teaching Methods & Process**Research:**

- The students will read, annotate, and discuss the book in its entirety.
- Some of the reading will be done together in class and some will be assigned as homework.
- Students will be able to recognize chapter themes, writing styles, plot, setting, character traits, and learn new vocabulary words.

Reason:

- The students will learn to reason and identify the main principles of freedom our nation was founded upon.
- The students will learn the art of critical thinking in making correct decisions based on these true principles.
- The students will be reasoning through what the proper role of government is, what are our God-given rights, what are equal rights vs. equal things, and why we need to protect our rights.
- They will reason through the pros and cons of different forms of government and why America is a republic (a democratic-republic).

Relate:

- The students will relate with how maintaining our freedoms, including freedom of religion, is in direct correlation with having a religious, moral, and virtuous people to sustain it.
- The students will relate, compare, and contrast free market economies and minimal government controls to communist and socialist economies and extreme government controls.
- The students will relate the principles found within the *Family Proclamation* and the importance of protecting the family unit with the strength of a society.
- Self-governing, self-restraint, being debt-free, and being a living example of integrity will all be related to attaining and maintaining the greatest of freedoms.

Record:

- The students will be studying this book throughout the school year and taking notes on the truths and principles found within.
- The students will participate in class discussions, debates, and acting out scenes in which these principles are applied and tested from our US History curriculum and modern-day issues.
- The student will use examples and quotes from the principles found in this book when writing their Freedom Festival essays.

Learning Evaluation: Heart & Mind

Through an intense study of *The 5,000 Year Leap* students will gain a greater appreciation for the core principles and foundations our national government was built upon, why these principles are so important to maintain, and how & why they are being threatened today. They will be educated as to how the government works and why good leaders, who believe in these principles, are needed to maintain our freedoms. We are a nation established on Christian principles and it very much relies on the people being morally virtuous in order to survive.

Area of Focus: 8th Grade Geography—World Geography**Learning Objective:**

In stages throughout the year, the student will memorize and be able to relate the names and locations of each world country, as well as important geographic features and cities throughout the world.

Pre-Learning Evaluation: Heart and Mind (as appropriate)**Teaching Methods and Process:****Research**

- Throughout the year, the class will study maps of various continents and regions of the world:
 - North America
 - South America

- Europe
 - Africa
 - Asia
 - Australia and the Pacific Nations
 - Major world geographic features (mountain ranges, rivers, seas and oceans, etc.)
- Students will study and review in class, often by review games. Helpful mnemonic devices will also be shared to ease the task of memorization.

Reason

- The students will utilize various memorization techniques to study and recall the many countries, cities, and features.

Relate

- Students will explain and discuss the virtues of knowing world geography.

Record

- The students will label blank maps of the various continents and regions, and by the end of the year will be capable of labeling an entire world map.

Learning Evaluation: Heart and Mind:

Students will take staged quizzes to review their progress in recalling the countries, cities, and features.

Area of Focus: 8th Grade Language Arts, Foundations

Learning Objective:

Students will understand the definition of *language* and will appreciate the God-given gift that it is. They will become conversant in and gain an appreciation for the various aspects of language arts—syntax, etymology, prosody, orthography, and composition. They will understand basic information about the history of the English language and its development as the *lingua franca* of the world and how the rich vocabulary of the English language prepared it for its role as the language in which the gospel of Jesus Christ was restored to the earth. They will understand the importance of using elevated language to communicate and will be motivated to improve their spoken and written use of language and to develop competent communication skills in order to help spread the gospel of Jesus Christ and defend truth. In addition, students will understand that communication takes place in various ways, and that their body language is also an important way to communicate their commitment to living according to true principles.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will engage in a class discussion of the topic and may be asked to write about their understanding of the subject in order to activate their background knowledge.

Teaching Methods and Process:

Research:

- Students will learn about the Indo-European language family tree and the relationship of English to other languages. They will review the FACE materials regarding the categories into which the study of Language Arts is divided. They will review the history of the English language, with special attention to historical events that led to the expanding of the English vocabulary.

Reason:

- Students will reason the principles and purposes of language during class discussion. They will reason the patterns of language and will understand that languages follow specific patterns that can be compared and contrasted with those of other languages.

Relate:

- Students will relate the principles and purposes of language to their lives. They will have opportunities to study languages other than English during the year, and will be able to more fully appreciate that they have an inherent knowledge of the structure of their native language, with opportunities to fine-tune their ability to use that inherent knowledge by understanding and applying rules of grammar and punctuation.

Record:

- Students will compile their own list of the principles and purposes of language. They will complete a variety of language arts exercises throughout the year, specifically in syntax and grammar. They will have opportunities to diagram sentences, as directed by the instructor.

Learning Evaluation: Heart and Mind:

Students who are internalizing the principles and purposes of Language Arts will exhibit a desire to use their God-given gift of language in appropriate and uplifting ways. They will be willing to strive for improvement in their written and spoken communication.

Area of Focus: **8th Grade Language Arts**, 4-R Writing Unit

Learning Objective:

As part of the Christian curriculum at American Heritage, we believe in fully equipping our students to faithfully fulfill their roles as leaders in society. A big part of this leadership is being able to express oneself through the written word. This not only requires knowledge of excellent writing habits and practices, but also developing consistent habits of thinking and reasoning. The 4-R Writing methodology encompasses these principles and incorporates them by requiring the youth to compose pieces within several styles and types of writing, as well as exposing them to excellent examples of writing from many forms of literature.

Teaching Methods & Process

Research:

- The student will be introduced to and be given opportunities to practice and refine many types of writing: freestyle, the four main types of essays, literary analysis essays, compare and contrast essays, ancestry and historic reports, research papers, poetry, and more.
- The students will be exposed to a higher standard and quality of writing by reading, discussing, and writing about classic literature, poetry, short stories, various topic essays, speeches, Shakespeare, the scriptures and other similar pieces of writing.
- They will learn how to research from credible sources, how to cite their sources properly, and how to narrow down and deliver the most pertinent information.
- They will learn how to gather research, conduct interviews, reason through the statement, theme, or topic given, how to avoid plagiarism, summarize one's findings, and why researching from a variety of sources is important.

Reason:

- The students will be asked to seek for principles of truth and find ways of effectively expressing their finding about the truths they have discovered in a written format.
- They will learn how to reason through and approach opposing views in various writing assignments, how to express the character and tone of what is intended, and to develop and deliver a well formatted and organized composition that follows the most widely accepted rules of proper writing, grammar and syntax.

Relate:

- The students will make connections from history and literature that they can relate to their own lives, current events, and real life scenarios.
- They will learn how the written word persuades and effects the culture and people who are exposed to it.
- They will learn how to relate the topics given to the Christian principles they have been taught and how to recognize whether or not what is being read or written holds light and truth, or darkness and deception.
- The students will be encouraged to use their imaginations as well, to be creative, to explore the potential of the human mind to expand and hypothesize.
- They will be asked to try and relate to those who may hold opposing views and to try and see the world, the topic, or the idea through another's perspective.
- The students will be asked to take the themes and lessons learned from the curriculum and apply it to their writings.

Record:

- The students will be doing some form of freestyle writing almost daily. This writing is not graded on grammar or format, but it is graded on effort and thought put into the subject at hand.
- They will keep a written journal on a variety of topics and subjects and be asked to relate them to themselves, the gospel, the curriculum we are covering, and other topics.

This journal is considered a free form of writing, which allows them to express themselves without worrying about format or following certain rules.

- The students will also be taught how to write a variety of essays and will be assigned both in class and out of class 5-paragraph essays on various subjects.
- They will also write three major papers: 1) an Ancestry Report, 2) the Freedom Festival Essay, and a 3) Research Paper.
- The students will also format, research, and create a Progressive Era or Age of Industry newspaper.
- The students will practice writing both formal and informal styles of poetry and be given opportunities to try and write like Shakespeare and/or in a scriptural-based style and format.
- The students will be memorizing and 4-Ring about what they are memorizing.
- They will be analyzing the curriculum literature through annotation, discussion and writing.
- They will be recording what they learn in the form of notes in all subjects and be asked to later use these notes in writing various papers and essays on these subjects.
- The students will be taught and required to use the pre-writing, writing, revising, editing, and publishing steps with most all formal writing assignments.
- The students will be asked to research, reason, relate and record in at least four Word Studies throughout the year.

Learning Evaluation: Heart & Mind

The 4-R Writing method taught at American Heritage helps the student to learn the valuable tools of combining ideas, choosing their words wisely, putting them in order, and committing them to paper. The student learns how to articulate the subject at hand in his own words, how to persuade through writing, and how to present. The 4-R writing method encourages reasoning, logical thinking and practices, and how to express their ideas in ways that most will understand and identify with. This method of writing causes clear thinking and encourages mastery of the subject. The writing skills taught allow the student to become more comfortable at articulating and expressing himself. All of the 4-R writing assignments are meant to build vocabulary, spelling, and grammar skills, enhance their rhetoric, increase their comprehension, reflective thinking skills, and have more confidence in their writing ability.

Area of Focus: **8th Grade Language Arts, Memorizations**

Learning Objective:

Throughout the year, students will memorize important scriptures and quotations from prophets and other wise men and women. They will commit these words to their minds and write them on their hearts. Students will learn various strategies to aid them in memorizing.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will be asked to write about and discuss the importance of memorizing, and will discuss important memorizations from their past and the ways in which those memorizations have blessed their

lives. They will discuss strategies for memorization that have worked for them in the past and share their ideas with class members.

Teaching Methods and Process:

Research:

- Students will be assigned memorizations on a regular basis, as determined by the instructor. They will engage in class discussion about the memorization and its meaning. They will look up significant words in Webster's 1828 *American Dictionary of the English Language*. They will research scriptures that relate to the memorization.

Reason:

- Students will reason principles from the individual memorizations. They will do this individually, as well as a class.

Relate:

- Students will identify specific ways in which the principles gleaned from the memorizations and the principles they have reasoned from it apply to their lives. They will discuss and write about ways in which they can specifically apply its truths in their lives.

Record:

- As determined by the instructor, students will engage in a variety of activities to record the exact wording of the memorization, as well as the principles it contains, on their hearts and minds. Possible methods of recording include reciting the memorization individually or in groups, writing the memorization either for practice or as a test, paying attention to spelling and punctuation, and writing personal reflections about the memorization.

Learning Evaluation: Heart and Mind:

Students will show their mastery of each memorization in ways determined appropriate by the instructor. They might be graded on how well they recite the memorization in front of the class, either individually or in a group, with what precision they are able to write the memorization word for word with proper punctuation, or with what depth of insight they are able to discuss or write about the truths contained in the memorization.

Area of Focus: 8th Grade Language Arts, Spelling, Vocab, and Greek/Latin Roots

Learning Objective:

Each week, the student will be able to learn the definitions, spelling, and meaning of a list of vocabulary words and Greek or Latin roots. They will be enabled to understand these words and roots in their reading, and to utilize them in their writing.

Teaching Methods and Process:

Research

- The students will be given weekly lists of vocabulary words and Greek or Latin Roots.
- They will review the words throughout the week in class.

Reason

- The students will review the definitions of each word, using available dictionaries, both modern and 19th century.
- The students will determine various modern words that derive from the Greek or Latin roots, enabling them to more effectively deduce the definitions of similar words.

Relate

- The students will write sentences using the vocabulary and spelling words in the correct context and spelling.
- The students may be challenged to find how the words are utilized in literature currently being read in class.

Record

- The students will utilize the words and root words in sentences and be encouraged to use them in their daily journal writes.

Learning Evaluation: Heart and Mind:

Students will be quizzed on the spelling and understanding of the words' definitions on a weekly basis. They will also be expected to use the words in journal writing or other writing assignments. This will grow their understanding, appreciation, and ability to utilize the English language. It will deepen their reading comprehension and writing ability.

Area of Focus: 8th Grade Language Arts, Essay Writing**Learning Objective:**

By writing essays throughout their 8th grade year, students will solidify their understanding of the essay form. They will feel comfortable writing a five paragraph essay. They will be able to explain the organization of the five paragraph essay--an introduction containing a thesis statement, three supporting body paragraphs, and a strong conclusion. They will also understand that essays may contain more than five paragraphs. Students will be able to distinguish between and to write a comparison and contrast essay, a literary analysis essay, and an argumentative essay. Students will understand more fully that effective essay writing is a skill that can be developed through diligence and effort.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will discuss their understanding of the essay format and their past experiences with essay writing. The instructor will lead a class discussion on the topic of essay writing and will attempt to resolve student concerns about the writing process.

Teaching Methods and Process:**Research:**

- The instructor will review the five paragraph essay format with students and will provide reference handouts. Throughout the year, students will read examples of effective essays. They will be exposed to examples of strong and weak essays on a similar topic to help them to learn the characteristics of an effective essay through the process of

comparison and contrast. On occasion, students will share their essays with class members for peer review.

Reason:

- Together with the class, students will reason the purposes of the essay format. They will also reason their individual purpose for writing their essay, determining exactly what they want to communicate to their reader. They will understand that clarity in writing can only be achieved through clarity of thought. Students will reason and evaluate the validity of their own arguments and evidence they provide in their essay and determine whether or not they are supplying their reader with evidence to support their thesis.

Relate:

- Depending on the type of essay they are assigned and their individual essay topic, students will relate the information they have researched to their personal lives, to the literature they are comparing and contrasting, or to historical or current events about which they are writing.

Record:

- Students will write a variety of essays through the year. They will write in the five paragraph essay format. They will write a comparison and contrast essay, a literary analysis essay, and an argumentative essay.

Learning Evaluation: Heart and Mind

Because writing can be a stressful process for some students, the instructor will look for ways to alleviate student concerns about writing and will attempt to aid the student in finding their personal writing style. Students who have grasped the value of their own opinions, experiences, and ideas will understand the importance of sharing their insights with others in written form.

Area of Focus: **8th Grade Language Arts, Word Studies**

Learning Objective:

Through regular word studies, students will gain insights into important truths that will strengthen their ability to live principled lives. They will understand the process of completing a word study and will be motivated to investigate the meanings of words throughout their lives. Students will also come to more fully appreciate the power of individual words to convey truth.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will participate in a class discussion about Noah Webster and his work in creating the *American Dictionary of the English Language*. They may engage in a class discussion of the words studies they have completed in the past and the value to which they have attached these words.

Teaching Methods and Process:

Research:

- Students will look up the assigned word in Webster's 1828 *American Dictionary of the English Language*. They will also look up scriptures and words of the prophets and other wise men and men that contain the word being examined.

Reason:

- Students will reason from the dictionary entry those definitions that are most applicable to classroom discussion and to their lives. They will record those definitions in their word study. They will also reason principles from the scriptures and quotations they have chosen. They will also create their own personal definition of the word being studied based on the definitions, quotations, and principles reasoned during their word study.

Relate:

- Students will then relate the definitions, quotations, and principles reasoned from them to their personal lives. They will make connections between their behavior and beliefs and identify ways to more fully apply these truths to their lives.

Record:

- Following the format assigned by their instructor, students will record the definitions, words of the prophets and other wise men and women, and the student's reasoned principles. They will then record their personal definition.

Learning Evaluation: Heart and Mind:

Students will be evaluated on their attention to detail in using the proper word study format. But most importantly, they will be evaluated on their effort to understand and internalize the true principles related to the word they have examined. A student who has put forth exemplary effort will have created an inspiring personal definition of the word.

Area of Focus: 8th Grade Language Arts, Grammar and Syntax**Learning Objective:**

Throughout the year, the students will reinforce their understanding of and skill with grammar and proper syntax, increasing their clarity and consistency in their writing. By the end of the year, their proficiency in grammar will have prepared them for high school-level composition.

Teaching Methods and Process:**Research**

- The students will research various grammar topics throughout the year, including (but not limited to):
 - Parts of speech
 - Sentence Structure
 - Punctuation
 - Sentence Structure and Diagramming
 - Citation
 - Clauses
 - Capitalization

- The students will find or write examples of these various grammar and syntax rules used in context.

Reason

- The students will proofread various example sentences, correcting any mistakes by applying the grammar/syntax rules being reviewed,
- The students will be able to diagram and identify the various parts of speech, punctuation, and other elements of grammar being utilized in any given sentence.

Relate

- As they learn and reinforce these guidelines, they will be capable of using them in their own compositions.
- The students will be able to communicate with increased clarity and impact as grammar stops being a set of rules and instead starts being utilized as a tool.

Record

- The students will record their progress in grammar both in the provided grammar exercises, and throughout the year in their various writing assignments and journal writing.

Learning Evaluation: Heart and Mind:

Besides demonstrating a keen understanding of grammar and syntax within their own writing, students will appreciate why these tools are so necessary for clear and effective communication. As they continue to hone their skills in grammar and syntax, their talents in writing and self-expression will naturally grow as a consequence.

Area of Focus: 8th Grade Language Arts, Ancestry Report**Area of Focus:**

Language Arts—Composition; History

Learning Objective:

Students will learn about the life of an ancestor and write a meaningful, detailed account of their ancestor's life that they can share with other family members.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will discuss the purpose of research, principles of effective research, and their past experiences with research. They will brainstorm the names of ancestors they may consider researching and writing about. Students will review basic MLA documentation style in preparation for their research.

Teaching Methods and Process:**Research:**

- Students will conduct personal interviews, consult *FamilySearch* and other online genealogical databases, and examine encyclopedia and other articles about the time period during which their ancestor lived.

Reason:

- From their preliminary research, students will reason additional questions about their ancestor's life and times that they want to answer.

Relate:

- As part of their research and writing, students will relate their ancestor's experiences to their own and will reason principles from their ancestor's life that can assist the student in living a more principled and productive life themselves.

Record:

- Students will write a paper of a length and style determined by the instructor. They may also be required to share their writing with other family members at a holiday celebration, or to present a polished copy to family members as a gift.

Learning Evaluation: Heart and Mind:

Students will be evaluated on the depth of their research and the thoughtfulness of their writing. They will be allowed to share insights about their ancestor's life with class members in a presentation, as determined by the instructor.

Area of Focus: **8th Grade Language Arts**, Freedom Festival Essay

Learning Objective:

Through instructed application of the 4-R method, the students will write and submit a well-crafted essay on the given theme for Utah county's annual Freedom Festival Essay contest. The students will write more than one draft and the final, polished essay (apx. 1.5 to 2 pages, typed) will be submitted by the deadline. All 5th, 8th, and 11th grade students at American Heritage School are required to enter this essay contest.

Teaching Methods & Process**Research:**

- The student will be introduced to a more advanced, 5-paragraph format near the beginning of their 8th grade year. They will be exposed to, and practice writing, various types of essays on a variety of curriculum subjects to help them be better prepared for this essay.
- The core principles of freedom found within *The 5,000 Year Leap*, by Cleon Skousen, will be read, discussed, and recorded in preparation for this essay. The text and their notes will be used as references when writing this essay.
- During the first semester (terms 1 & 2), the student will review the main parts of the Constitution and its principles, the 1787 Constitutional Convention, the contributions of the Founding Fathers, where true freedom lies, the proper role of government, how the government works, the Bill of Rights and protection of our rights, and be exposed to a variety of government systems. The notes, articles, and activities surrounding these units will be used as references when writing their Freedom Festival Essay.

Reason:

- The students will discuss and analyze the given essay theme and reason through possibilities of what subjects, angles, and ideas could be woven into and applied to their personal essay on this topic.
- The students will reason through additional perspectives on the subject/theme, besides their own. They will look at the theme from different point of views and how to best defend and support their view, while still recognizing the opposing or alternate view.
- The students will seek out truth and reason through what the world is telling us about this subject vs. what God is telling us.

Relate:

- The students will participate in class discussions and pre-writing assignments to help them relate the given essay theme to themselves, their views, and the current world/media/political views on the subject, and the LDS-Christian perspective.
- The students will relate what they have learned thus far about freedom, rights, and government within the given theme as well as research more information to support their take on it.

Record:

- The students will work carefully through the steps of writing a good 5 to 8-paragraph essay and decide what they need to spend more time on, where improvements should be made, elevate vocabulary where needed.
- The students will work towards making their main points clear and to stay within the bounds of their chosen topic or theme.
- The finished, polished essay will be reviewed by the teacher before it is submitted to the Freedom Festival Contest.

Learning Evaluation: Heart & Mind

By completing the Freedom Festival Essay, the students will not only learn how to become better writers, but they will also learn how to take the knowledge they have been given and apply it to a specific theme. The students will gain a better appreciation for their rights and freedoms, as well as knowledge on how to defend their views with proper word choice, phrasing, order, literary stylistic techniques, and more.

Area of Focus: **8th Grade Language Arts, Age of Industry Newspaper**

Learning Objective:

Through the instructor led 4-R process, the students will research, format, create, and write an Age of Industry Newspaper (Newsletter).

Teaching Methods & Process**Research:**

- The students will learn about a specific inventor and invention of their choice (from a given list) as well as research two real, major historical events that occurred in United States within ten years of their chosen invention.

- Through their research the students will gain a deeper knowledge of the 1890-1930 time period. They will use the internet, notes from class lectures, and/or documentaries viewed.
- The students will be encouraged to do in-depth research, as well as use personal creativity, as they write, format, and design a newspaper similar to those produced in the early 1900's.

Reason:

- The students will reason why there was a need for their chosen invention and how this invention changed the future.
- The students will reason through how this invention has changed over the years (if at all) and why it was appreciated.
- The students will research and reason through the meaning behind their chosen political cartoon and what the focus is of the ads they have chosen? What/who are they appealing to? Ads from our day (approved) will be compared and contrasted to those of the Progressive time era.
- They will reason through what to include and what to leave out as they take on the role of a journalist in writing their inventor/invention and historic event articles from scratch.

Relate:

- The students will relate how times have changed and where the focus and priorities have changed from then until now.
- The students will relate to how the inventions of this time are used and enjoyed by them, today, over 100 years later.
- The students will be asked to relate how some of these inventions have been used for good in moving God's plan forward and in getting His message and missionary work spread throughout the globe, as well as how they have been used for evil.

Record:

- Before creating this Progressive time period record, the students will be shown a Powerpoint presentation that covers what the newspapers of this time looked like and what they are to remember to include in their own newspapers.
- Each student will be given a printed rubric outlining what should be included: 1) an article on their chosen inventor and invention, 2) two articles on real US historical events that occurred within 10 years of their chosen invention, 3) one political cartoon, 4) 3 ads, and 5) 2 classified ads. The students will be responsible for making sure all of the material in their newspapers took place in and are specific to the 1890-1930 time period.
- The students will present their newspapers and the main information about their chosen invention and two historic events to the class. Their peers will receive a copy of the first two pages of their newspaper (front and back).
- Creativity, accuracy to time period, following the given rubric, being prepared for their presentation, and depth of research will all be a part of this recording experience.

Learning Evaluation: Heart & Mind

During this assignment, students will benefit from diving into the past and bringing this knowledge back to the present with their research and presentation of this Age of Industry newspaper. They will have the opportunity to see how there has been a gradual, but significant, decline in how things have been presented, both with factual evidence and advertising methods, over the past 100 years. The students will be able to better recognize God's hand in paving the way and have gratitude for the increased revelation with so many helpful products that have changed the world in numerous ways. The connection will be made that this increase came shortly after the restoration of the gospel in America. They will have the opportunity to show their creativity and to learn how to prepare, speak, and present information verbally to the public.

Area of Focus: 8th Grade History and Language Arts, History Research Paper

Learning Objective:

The student will research, compose, and edit a research paper written in MLA format based on a history subject selected by the student.

Teaching Methods and Process:

Research

- Students will research a history subject related to an event covered in our history study. The student will propose a subject to their teacher for approval.
- The student will comprehensively study their chosen subject, using books, films, and other resources at the school. They will also be encouraged to use outside sources, such as the internet, personal interviews, or city libraries.
- The students will review MLA format and practice writing and citing within that style.

Reason

- The students will reason the "human side" of their selected subject and will endeavor to see through the history statistics and trivia to access the human experience and the significance of their selected subject.
- The students will determine the most effective way to relate their subject and demonstrate their understanding of the contexts, cultures, and characters relevant to their subject.

Relate

- As students research their topic, they will be tasked to relate the events and individuals pertinent to their subject to their lives. They will seek to empathize with the people and the choices that surround the history they're studying.
- They will also be able to understand how the consequences and choices from their respective subjects relate to our modern day, and even to their personal lives.

Record

- The students will write, edit, and rewrite several drafts of the research paper, eventually producing a polished, MLA-formatted research paper.

Learning Evaluation: Heart and Mind:

As this is a large project, students will be given ample time, training, and support to research, write, and properly edit their papers. By the time they've finished their final drafts, the students should feel an intimate familiarity with the events related in their paper, and an empathy for the people who participated in those events. The student will understand the point of research paper is a deeper understanding of a people, their choices and values, and how those things relate to our modern world and lives.

Area of Focus: 8th Grade Literature, Foundations**Learning Objective:**

Students will be able to identify and distinguish between the various genres of literature and appreciate the place that excellent literature, especially the scriptures, has in their lives. They will understand the difference between poor and excellent literature and will be encouraged to develop a love of high quality literature.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will reflect on their past experience with literature and will discuss and write about their favorite selections and the reasons why they enjoyed them. They will reason and discuss the principles and purposes of literature.

Teaching Methods and Process:**Research:**

- Students will review and discuss the “Seven Loves of Literature” from the FACE curriculum—Love of Learning/ Love of God/ Love of Good Character/ Love of Country/ Love of Home and Family/ Love of God’s Word/ and Love for the Chain of Christianity. They will read “Good, Better, Best,” by Dallin H. Oaks, “Filling the World with Goodness and Truth,” by M. Russell Ballard, and selections from *Arm the Children* by Arthur Henry King.

Reason:

- Students will reason the principles and purposes of literature. They will be encouraged to seek out the most excellent literature and to connect to and appreciate the ideas and imaginative insights of the greatest minds of the past and present. They will reason the characteristics of excellent literature.

Relate:

- Students will evaluate their favorite books in terms of the Seven Loves of Literature and the principles and characteristics of excellent literature reasoned from the articles listed above.

Record:

- Students will create a personal chart detailing qualities of good, better, and best to be sought after in literature and other forms of media.

Learning Evaluation: Heart and Mind:

Student understanding of the literature foundations unit will be determined through class discussion, personal reflective writing assignments, and their personal “Good, Better, Best” analysis chart.

Area of Focus: 8th Grade Literature, *David Copperfield* by Charles Dickens**Learning Objective:**

Students will come to appreciate the literature greatness of Charles Dickens and internalize many important life lessons as they study in depth Dickens’ most highly autobiographical novel, *David Copperfield*. They will study the novel using an historical simulation approach, which involves studying the novel in the sections in which it was originally published. Students will understand more fully the process of creative writing and the ways in which an author’s personal experiences influence the content of their work. They will develop an increased ability to analyze classic literature in terms of thematic content, formal structure, and author’s personal style.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will discuss their understanding of Charles Dickens and his contributions to English literature, including any of Dickens’ works they have previously read. They will write about what they consider to be the important themes that can be portrayed in literature, and to record why they feel it is important to study literary classics.

Teaching Methods and Process:**Research:**

- Students will examine *David Copperfield* in the sections in which it was originally published—typically three chapters and two illustrations at a time. This approach will allow students to experience the novel in a way similar to what its original readers did in 1849-1850. Students will read and annotate their personal copy of the book during class time. Often, students will enjoy a reader’s theater approach to the novel and will listen to an audio recording of the book. On occasion, they will act out specific scenes. Sometimes they will read on their own, and other times the teacher or other students will read aloud. They will view several PowerPoint presentations on the life of Dickens, the culture of England during the Victorian Era, and social issues important to the author.

Reason:

- Through class discussion, students will investigate the various themes and literary techniques present in the book and will have opportunities to discuss and write about these themes. Because they will be reading other literature concurrently with the novel, there will be many opportunities to compare and contrast not only the themes presented in the various books they are reading throughout the year, but to also compare and contrast the writing techniques used by the various authors. They will analyze *David Copperfield* in terms of the “Seven Loves of Literature” from the FACE curriculum—Love of Learning/ Love of God/ Love of Good Character/ Love of Country/ Love of Home and Family/ Love of God’s Word/ and Love for the Chain of Christianity

Relate:

- Students will relate the life lessons they are learning from the characters in *David Copperfield* to their own life situations. Because classic literature contains many timeless and important themes, students will find many opportunities to relate what they are learning to their own lives.

Record:

- Throughout the year, students will write in their *Journal of Truth* about various themes. On occasion, they will be asked to reason and relate principles gleaned from *David Copperfield* as part of these writing exercises. For each literary unit, students will receive a page of literary questions about the chapters to be studied. The students will record answers to these literary questions and will discuss the answers with the class. On occasion, they will sketch scenes from the book or draw sketches of important characters. At the end of the year, students will enjoy a celebration featuring a Victorian Era inspired luncheon. They will watch the 2001 movie version of *David Copperfield* and will compare and contrast the movie with the novel through class discussion and a writing assignment.

Learning Evaluation: Heart and Mind:

Throughout the year, students will discuss and write about many of the rich themes contained in *David Copperfield*. They will write often in their Journal of Truth, and will write one or more essays about the novel. Quizzes and tests will be administered when appropriate.

Area of Focus: 8th Grade Literature, *A Lion and a Lamb*, by Rand H. Packer**Learning Objective:**

Through this true story about Willard and Rebecca Bean, students will be able to better understand how the Lord prepares each of us to fulfill our personal missions, how being faithful and obedient to God is rewarded, and why it is important to learn and study the stories of our ancestors. This couple faithfully served a 24-year mission for the LDS church in the hostile to Mormons birthplace of Joseph Smith.

Teaching Methods & Process**Research:**

- The students will read, annotate, and discuss the book in its entirety.
- Some of the reading will be done together in class and some will be assigned as homework.
- Students will be able to recognize chapter themes, writing styles, plot, setting, character traits, and learn new vocabulary words.

Reason:

- The students will learn to reason and identify examples of the three main kinds of love found repeatedly throughout this book: 1) Love for each other, emphasis on a married couple's love, 2) Love for the Savior, and 3) Love for others, emphasis on non-members.
- The students will be reasoning through what it means to defend one's self, property, and beliefs in strong, yet non-violent, condemning, or threatening ways. The importance

of listening to the spirit, using self-restraint, and having a good attitude will be emphasized.

Relate:

- The couple in this book ends up serving an extended (24 year) mission for the LDS church. There are several faith and testimony building examples that the students will be able to identify with and ask themselves if they would have responded in similar ways.
- The students will look for examples of the The Family Proclamation being upheld, with special attention drawn to the father's role to preside, provide, and protect (PPP).
- The students will learn, through the lives of Willard and Rebecca Bean, the importance of establishing friendships, living lives of integrity, serving, working hard, patience, and having faith in the Lord's timing.
- The students will be asked to think of people from their own lives and from history that remind them of people and events found within this book (ie. Abraham Lincoln, Grant Beckwith, their father).

Record:

- The book itself will become a record of their learning through extensive annotations and discussions of each chapter.
- The students will be reading this book in conjunction with writing their own Ancestry Report.
- The students will keep a record of ways we can be better "Member Missionaries" from the many positive examples found within the stories and lives of Willard and Rebecca Bean.

Learning Evaluation: Heart & Mind

Students will find their testimonies growing and their understanding of how being willing to accept challenging assignments, turning to the Lord for direction, treating those around us with love, staying true to our faith, and putting God's will before our own brings beautiful blessings and rewards. They will discover why it is important to seek out and read the stories of our ancestors. Many students will experience gratitude that Rand H. Packer took the time to research and write this story of his own ancestors. Because he did this many generations will enjoy and learn more about the great principles of faith and determination.

Area of Focus: 8th Grade Literature, *Up From Slavery*, by Booker T. Washington

Learning Objective:

From a thorough study of the autobiography, *Up From Slavery*, students will be able to understand the importance of education, increase their understanding of the slavery issue in America and post-Civil War reconstruction of a nation and its people, the challenges of changing deep set racial prejudices, believing in and achieving a dream, despite great obstacles, the governing laws of self-reliance for all races, and what it means to live a life of honor and integrity.

Teaching Methods & Process

Research:

- The students will read, annotate, and discuss the book in its entirety.
- Some of the reading will be done together in class and some will be assigned as homework.
- Students will be able to recognize chapter themes, writing styles, plot, setting, character traits, and learn new vocabulary words.

Reason:

- The students will learn to reason and identify examples of tenacity, hope, sacrifice, honor, hard work, good manners, cleanliness, the importance and reason for gaining an education, humility, and believing in yourself.
- The students will be reasoning through what it means to be magnanimous and to respond and live with integrity.
- The importance of freedoms, rights, and having equal access to education will be reasoned, discussed, and written about.
- Through Booker T. Washington the students will reason how and why he was able to rise above the negativity and doubt that surrounded him, to fulfill a personal mission, and the importance of having a noteworthy goal and purpose that will affect many for good.
- They will reason through the many ways a man can become educated and the benefits that can come from experiencing an education through a variety of methodologies.

Relate:

- Booker T. Washington is a man of faith and patriotism, despite his poor treatment and poverty as a slave in his youth. The students will relate this to their own personal levels and depths of faith and patriotism.
- The students will relate and identify their own standing with seeking an education, the purpose for gaining an education, and how they hope to bless others lives through the education they are receiving.
- The students will learn, through the life of Booker T. Washington, how important character is and why good character matters.
- The students will create a list of good leadership qualities and ask themselves how many Booker T. Washington and other great leaders in history have had. They will relate this to themselves and discuss ways that they can practice, learn, and nurture these leadership qualities in their own lives.
- The life and character of Booker T. Washington will be related to the Savior's life and some of the obstacles and persecutions He endured, as well as that of prophets, ie. Joseph Smith, Nephi, Moses.

Record:

- The book itself will become a record of their learning through extensive annotations and discussions of each chapter.
- The students will be reading this book in conjunction with writing their Freedom Festival Essay. They will be encouraged to take some of what has been learned from this book and include it in their essay.
- The students will keep a record of important truths learned, principles to live by, good leadership qualities, and the important attributes of having freedom and being educated.

Learning Evaluation: Heart & Mind

The students will be blessed with a greater understanding of the power and blessings of education, the importance of using this education to bless others lives, and to trust in God and themselves as they pursue noteworthy causes and dreams. They will learn the importance of relationships, sacrificing for what you believe and know to be true, and not being afraid of success. They will learn about the power of humility, integrity, magnanimity, and devotion. From Booker's example, students will be better prepared to not let certain obstacles and challenges get in their way of achieving their goals and they will hopefully be more grateful for their freedoms. It is hopeful that the students will gain a greater appreciation for the education they are receiving and of the specific freedoms we have at this learning institution.

Area of Focus: 8th Grade Literature, *The Hiding Place*, by Corrie Ten Boom**Learning Objective:**

Through the non-fiction memoir of the Ten Boom family's efforts to save the lives of Jewish and other oppressed people during World War II, students will encounter examples of heroism, bravery, faith, and compassion even in the darkest of circumstances. They will have a deeper understanding of the sacrifices and acts of faith that saved scores of lives and sustained Corrie Ten Boom through her harrowing experiences.

Teaching Methods and Process:**Research**

- The students will read, annotate, and discuss the book in its entirety.
- Portions of the reading will be done together as a class, while much of it assigned as homework.
- Students will study the use of theme, style, and other literary devices utilized throughout the book.
- The students will use supplementary material to review the historic contexts of the events portrayed in *The Hiding Place*.

Reason

- The students will identify, reason, and discuss recurrent themes of the book dealing with:
 - Honesty

- Duty
- Service
- Faith
- Sacrifice
- Love
- Compassion
- Anger and resentment
- Forgiveness
- Family
- Miracles
- Hate and fear
- Healing

Relate

- The students will reason through their duty to serve, protect, and love their families, peers, and community.
- The students will look for examples of love, faith, determination, and service as demonstrated by various characters throughout the book.
- The students will identify people in their own lives who exemplify traits similar to those portrayed in the book.

Record

- The annotations made in the books will be a record of thoughts, impressions, and lessons learned while reading.
- The students will record their thoughts on specific passages of *The Hiding Place* in the Journals.

Learning Evaluation: Heart and Mind:

Students will have a deeper understanding of the Holocaust, World War II, and the heroic risks and sacrifices made by average (and extraordinary) people like the Ten Booms. They will also understand the deep role faith played in the lives of Corrie and her family and how it motivated their actions and protected them through the wrenching trials to which they were subjected.

Area of Focus: 8th Grade Literature, Shakespeare

Learning Objective:

Students will review the FACE Timeline of Drama and understand drama's role in the "Chain of Christianity," with a special focus on the importance of drama from a restored gospel perspective. They will come to understand the importance of Shakespeare as a playwright and his contribution to English language and culture. They will be able to identify characteristics of the Elizabethan Era and the importance of drama during that time period. Students will understand Shakespeare's genius in interpreting human emotions and in revealing choices and their consequences to his audiences. They will be able to explain ways in which Shakespeare portrayed Christian biblical principles in his works and why Shakespeare is considered The Bard of the Bible. They will be able to identify the different

categories into which Shakespeare’s plays are divided—Histories, Comedies, and Tragedies—and identify distinguishing characteristics of each category.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Students will discuss their current understanding of Shakespeare, his life, and his times. They will be asked to write about their past experiences with drama in general, and of Shakespeare in particular, in order to activate their background knowledge of the subject to be studied.

Teaching Methods and Process:

Research:

- Students will read, annotate, and discuss various written materials about drama, Shakespeare, and the Elizabethan Era. They will view selections from the documentary *In Search of Shakespeare*. They will read the William and Mary Lamb version of the Shakespearean play the 8th grade will be performing that year. The 8th grade rotates between *A Midsummer Night’s Dream*, *The Merchant of Venice*, *Comedy of Errors*, and *Much Ado About Nothing*.

Reason:

- Students will analyze Shakespeare’s works in terms of the “Seven Loves of Literature” from the FACE curriculum—Love of Learning/ Love of God/ Love of Good Character/ Love of Country/ Love of Home and Family/ Love of God’s Word/ and Love for the Chain of Christianity. They will reason principles of truth from his works.

Relate:

- Students will identify themes from Shakespeare’s works that relate to their own lives. Shakespeare’s works contain universal themes that apply to any age.

Record:

- Students will have a variety of opportunities to record their understanding of Shakespeare. Assignments might include researching and presenting information on a topic related to the Elizabethan Era, writing an Elizabethan sonnet, writing a short play, acting in a short play, writing a dramatic script based on another piece of literature (novel, fairy tale, etc.), sketching costuming or scenery for a play, attending a dramatic production and writing a critical review, auditioning for the AHS 8th grade Shakespeare production, or performing in that production.

Learning Evaluation: Heart and Mind:

Student understanding of Shakespeare’s works, his life, and his times will be evaluated using quizzes, tests, written assignments, and presentations as determined by the instructor.

Area of Focus: 8th Grade Literature, Poetry, Short Stories, Essays, and Speeches

Learning Objective:

At the beginning of the school year, students will review the genres of literature as part of their Literature Foundations unit. Students will study various poems, short stories, essays, and speeches

throughout the year and will come to understand the similarities and differences between the various genres.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

In order to activate their background knowledge on the topic, students will be asked to share with class members during class discussion as well as write in their classroom journal about their favorite poetry, short stories, essays, and speeches.

Teaching Methods and Process:

Research:

- Throughout the year, students will read poetry, short stories, essays, and speeches that enhance the 8th grade curriculum.

Reason:

- Students will identify the “Seven Loves of Literature”—Love of Learning/ Love of God/ Love of Good Character/ Love of Country/ Love of Home and Family/ Love of God’s Word/ and Love for the Chain of Christianity—in the assigned literary selections. They will evaluate the quality of the literary selection based on its ability to inspire the reader.

Relate:

- Students will identify in the assigned literary selections those themes and principles that apply to their lives.

Record:

- Students will share their insights with class members through group discussion and by writing in their classroom journal. They will write literary analysis essays as assigned by the teacher.

Learning Evaluation: Heart and Mind:

Students will be evaluated in a variety of ways. Students will discuss literary selections as a class and in small groups. They will be asked to write personal responses to literary selections. They will be asked to produce their own poetry, short stories, essays, and speeches.