

A gray rectangular background featuring the word "VOTE" in a stylized, blocky font. The letters are composed of white outlines with some internal shading. Below the text, three white hands are shown with fingers spread, appearing to be raised in a gesture of voting or participation.

Eighth Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

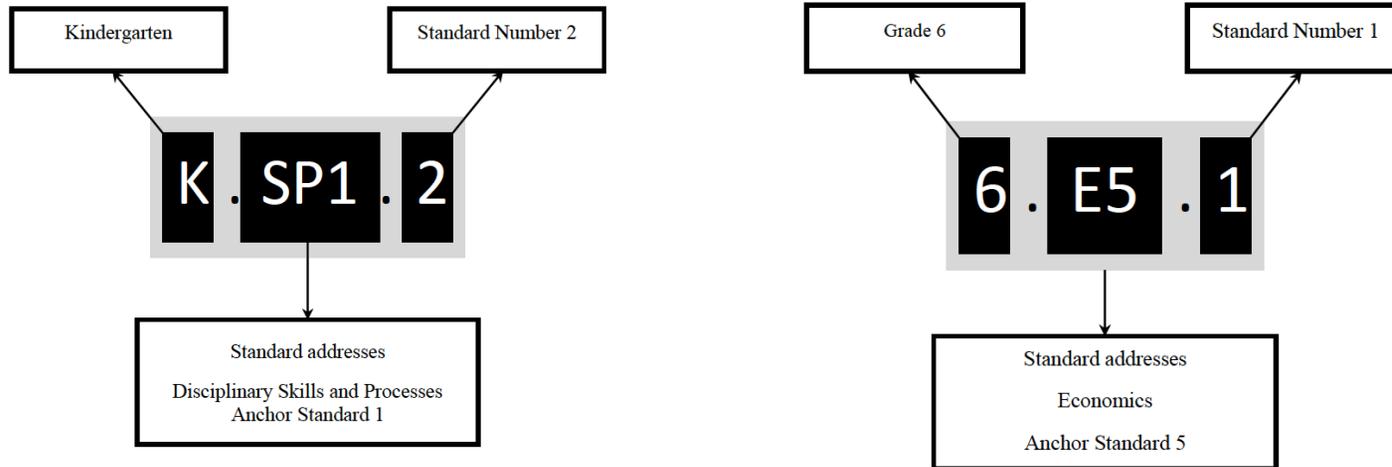
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Eighth Grade: Citizenship and Civic Engagement in Today's Society

Through a civic and economic lens, students will investigate the ideals of citizenship and civic engagement through inquiry and application. Connections between historical and contemporary issues will be studied as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United State history will focus on major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

Unit #	Title	Critical Content	Approximate Time
1	United States Political System	Founding Documents United States Constitution Bill of Rights and Amendments Principles of Government	9 weeks
2	Citizenship	Individual Rights Citizen Roles and Responsibilities Historical Social Movements Supreme Court Cases Immigration Service Learning Public Policymaking	9 weeks
3	Personal Finance	Financial Literacy Economic Reasoning Financial Risk Management	2 weeks
4	Foundations of Economics	Principles of Economics Economic Systems Corporations vs. Non-Profits	3 weeks
5	Human Rights	Civil Rights Genocide Contemporary Social and Political Movements Refugees	6 weeks
6	Globalization	Environmental Issues Global Terrorism International Trade Cultural Conflict and Cooperation	7 weeks

*Current Events and Media Literacy Should Be Taught Throughout Each Unit.

Disciplinary Skills and Processes

Eighth Grade: Citizenship and Civic Engagement in Today’s Society

Units	1 – United States Political System 2 – Citizenship 3 – Personal Finance	4 – Foundations of Economics 5 – Human Rights 6 – Globalization						
DISCIPLINARY SKILLS and PROCESSES: Use this chart to track usage of SP standards throughout the units		UNITS:	1	2	3	4	5	6
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.								
8.SP1.1 Analyze connections among events and developments in broader historical contexts.								
8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.								
8.SP1.3 Evaluate the significance of past events and their effect on students’ lives and society.								
8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.								
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.								
8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.								
8.SP2.2 Explain how and why perspectives of people have changed over time.								
8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.								
Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.								
8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.								
8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.								
8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.								

DISCIPLINARY SKILLS and PROCESSES	UNITS:	1	2	3	4	5	6
8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.							
8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.							
8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.							
8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.							
8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.							
Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.							
8.SP4.1 Explain the multiple causes and effects of events and developments in the past.							
8.SP4.2 Evaluate the influence of various causes of events and developments in the past.							
8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.							
8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.							

Eighth Grade Unit 1: United States Political System

Compelling Question: How democratic is the United States' system of government?

Time: 9 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and United States Constitution, and explain how they influence society and political systems.</p> <p>8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.</p> <p>8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.</p> <p>8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.</p> <p>8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.</p> <p>8.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p>8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.</p> <p>8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP3.5)</p> <p>I can compare the credibility and authenticity of central arguments in primary and secondary sources on related topics in multiple media. (8.SP4.4)</p> <p>I can make connections to show how past political philosophies are reflected in the United States founding documents. (8.C1.1, 8.C3.2, 8.H2.1)</p> <p>I can investigate the ideas and events that significantly influenced the creation of the United States Constitution and the United States form of government. (8.C1.1, 8.C3.2, 8.H2.1)</p> <p>I can interpret the Bill of Rights and additional amendments from the context in which they originated. (8.C2.3, 8.C3.2, 8.H2.1)</p> <p>I can explain how certain laws and agreements originated. (8.C3.1, 8.C2.3, 8.H2.1)</p> <p>I can connect the origin and implementation of laws and agreements. (8.C2.3, 8.C4.2)</p> <p>I can compare the structures, powers, and limits of local, state, and federal governments. (8.C1.1, 8.C3.3, 8.C4.2, 8.C4.3, 8.H2.1)</p> <p>I can explain the purpose and process of elections in the United States. (8.C3.1)</p> <p>I can break down the purpose, process, implementation, and decision making at different levels of government. (8.C1.1, 8.C2.3, 8.C3.1, 8.C4.3)</p> <p>I can explain benefits and potential problems of interest groups and their connection to elections and policy making. (8.C1.1, 8.C3.1, 8.C4.3, 8.H2.1)</p>	<p>Bill of Rights and amendments</p> <p>separation of powers</p> <p>checks and balances</p> <p>individual rights</p> <p>congressional elections</p> <p>electoral process</p> <p>federalism</p> <p>limited government</p> <p>gerrymandering</p> <p>interest groups</p> <p>majority and minority rights</p> <p>political party platforms</p> <p>popular sovereignty</p> <p>role of the media</p> <p>rule of law</p> <p>social contract</p> <p>consent of the governed</p> <p>voting</p>

	I can analyze the United States Constitution and determine who benefited the most (and least) from its inception. (8.C1.1)	
Supporting Questions		
<p>What is a democratic system?</p> <p>Where does our government get its power?</p> <p>How is our government organized?</p>	<p>What are political parties and who do they represent?</p> <p>What is the difference between fact and opinion within the media?</p>	

Eighth Grade Unit 2: Citizenship

Compelling Question: What is a good citizen?

Time: 9 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p> <p>8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.</p> <p>8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.</p> <p>8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.</p> <p>8.C2.2 Explain specific roles, rights, and responsibilities of people in a society.</p> <p>8.C2.4 Explain how immigrants become naturalized citizens.</p> <p>8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.</p> <p>8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States.</p> <p>8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP3.5)</p> <p>I can explain how and why people’s perspectives have changed throughout historical eras. (8.SP2.2)</p> <p>I can identify the individual rights and responsibilities of American citizens. (8.C2.2)</p> <p>I can describe the powers of American citizens and their influence on governmental and non-governmental issues. (8.C2.1)</p> <p>I can explain the process for how immigrants become United States citizens. (8.C2.4)</p> <p>I can summarize how social and economic life has affected debates and policies in the United States. (8.H2.1)</p> <p>I can compare and contrast popular movements, reform efforts, and activist groups that have tried to change American society. (8.H3.2)</p> <p>I can discuss the impact of the Supreme Court on the interpretation of the United States Constitution. (8.C1.2)</p> <p>I can show how social movements and issues have changed American society. (8.C1.3, 8.H3.2)</p> <p>I can analyze current issues within society and compare them to past issues. (8.C1.3)</p> <p>I can examine and compare today’s societies with past societies in how they promote the common good. (8.C4.1)</p> <p>I can determine how to influence change in the present using democratic methods to create public policy. (8.C1.4, 8.C4.4, 8.C4.1)</p>	<p>civic virtues</p> <p>common good</p> <p>civil disobedience</p> <p>executive orders</p> <p>social movements (e.g., Women Suffrage, labor movements, 1960’s Civil Rights movement)</p> <p>immigration policies and procedures</p> <p>naturalization</p> <p>assimilation</p> <p>public policy making process</p> <p>rights and responsibilities of citizens</p> <p>service learning</p> <p>Supreme Court cases</p> <p>current events</p>

	I can improve my community through the public policy making process. (8.C1.4)	
Supporting Questions		
<p>What is civic virtue?</p> <p>Identify the ways government institutions have worked to balance individual rights with national interests.</p> <p>How can I participate in the public policy making process?</p>		<p>How does recognizing bias help to identify “fake news”?</p> <p>How is eligibility for citizenship determined and what is the process to become a naturalized citizen?</p>

Eighth Grade Unit 3: Personal Finance

Compelling Question: How do people make economic decisions?

Time: 2 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p> <p>8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.3 Analyze the relationship between investment and return.</p> <p>8.E1.5 Create a budget and examine the benefits of budgeting.</p> <p>8.E1.6 Analyze the impact of debt on individuals.</p> <p>8.E1.7 Understand several types of financial investments and calculate rates of return.</p> <p>8.E1.8 Identify ways insurance may minimize personal financial risk.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP3.5)</p> <p>I can define the relationship between education, income, and job opportunities. (8.E1.1)</p> <p>I can identify trade-offs and explain opportunity cost when making decisions. (8.E1.4)</p> <p>I can produce a realistic budget. (8.E1.5, 8.E1.2, 8.E1.4, 8.E1.1)</p> <p>I can explain the benefits of budgeting. (8.E1.5)</p> <p>I can compare and contrast savings and credit in relation to interest rates. (8.E1.2)</p> <p>I can demonstrate a process of decision-making in regard to debt. (8.E1.6)</p> <p>I can balance the advantages and disadvantages of insurance. (8.E1.8)</p> <p>I can determine the relationship between investment and return. (8.E1.3)</p> <p>I can calculate the rates of return for different types of financial investments. (8.E1.7)</p>	<p>budgeting</p> <p>banking</p> <p>debt</p> <p>entrepreneur</p> <p>financial risk</p> <p>inflation vs. deflation</p> <p>needs vs. wants</p> <p>opportunity cost</p> <p>standard of living</p> <p>wages</p>

Supporting Questions

<p>What is a need vs. a want?</p> <p>Why do we make financial choices?</p> <p>What factors influence individuals' spending decisions?</p>	<p>Why is it important to create a budget and set goals?</p> <p>How can taking financial risks hurt or help my personal financial health?</p> <p>How does investment provide economic challenges and opportunities?</p> <p>How does media propaganda drive economic decision and can I recognize propaganda?</p>
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Eighth Grade Unit 4: Foundations of Economics

Compelling Question: How do societies meet the challenge of limited resources?

Time: 3 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP3.5)</p>	<p>corporations vs non-profits</p>
<p>8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.</p>	<p>I can compare the main characteristics of the three major economic systems. (8.E5.2)</p>	<p>economic systems (market, command, mixed)</p>
<p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p>	<p>I can define the roles of buyers, sellers, and profits in product, labor, and financial production. (8.E3.1)</p>	<p>financial market</p>
<p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>I can use the laws of supply and demand to explain producer and consumer behavior. (8.E3.2)</p>	<p>financial risk</p>
<p>8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.</p>	<p>I can understand the concept of scarcity and its role in economic policy making. (8.E3.2)</p>	<p>inflation vs. deflation</p>
<p>8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.</p>	<p>I can describe the effects of inflation, deflation, and unemployment on distinct groups. (8.E4.1)</p>	<p>labor unions</p>
<p>8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.</p>	<p>I can demonstrate the effects of changing interest rates on borrowing and investing. (8.E4.2)</p>	<p>opportunity cost</p>
<p>8.E4.3 Explain the effect of productivity on standard of living.</p>	<p>I can explain how productivity affects standards of living. (8.E4.3)</p>	<p>scarcity</p>
<p>8.E5.2 Compare various economic systems such as command, mixed, and free market.</p>	<p>I can provide examples of how corporations, non-profits, and labor unions influence the market economy. (8.E3.3)</p>	<p>standard of living</p>
<p>8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.</p>	<p>I can compare economic decisions and their effect on individuals, businesses, and society. (8.E2.1)</p>	<p>supply and demand</p>
	<p>I can explain the costs and benefits that current economic issues have on distinct groups. (8.E2.2)</p>	<p>wages</p>
	<p>I can make connections between political ideals, economic policies, and political systems. (8.H2.1)</p>	

Supporting Questions

What forces affect the economic decisions that people make?
What factors influence consumers purchasing decisions?
What factors influence the production decisions of producers?

What are the different types of economic systems?
How does propaganda affect the nation's economic policies?

Eighth Grade Unit 5: Human Rights

Compelling Question: What are our basic human rights?

Time: 6 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>8.C2.2 Explain specific roles, rights, and responsibilities of people in a society.</p> <p>8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.</p> <p>8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.</p> <p>8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.</p> <p>8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.</p> <p>8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.</p> <p>8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.</p> <p>8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p> <p>8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP4.8)</p> <p>I can identify bias, and corroborate evidence using primary and secondary sources. (8.SP4.4)</p> <p>I can evaluate how civil, social, religious, and political movements have affected change in the United States. (8.H3.1)</p> <p>I can describe majority and minority rights, civil dissent, and the rule of law. (8.C2.3)</p> <p>I can evaluate reasons why people were denied rights at various times. (8.C2.3)</p> <p>I can detail the process by which different groups have gained additional rights. (8.C2.2)</p> <p>I can conduct an investigation of a historical event from United States history that has influenced a current issue or topic. (8.H3.4)</p> <p>I can explore how conflict - domestic and international - can both divide and unite societies. (8.H2.2)</p> <p>I can compare and contrast how people's rights, freedoms, and responsibilities changed over time in a global context. (8.H3.3)</p> <p>I can examine how economic, political, and social choices have created conflict and cooperation throughout time. (8.G3.1)</p> <p>I can discuss the political, economic, and social factors that impact the cultural and environmental characteristics of various places and regions. (8.G2.2)</p> <p>I can use a variety of geographic tools and representations to describe</p>	<p>American and global civil rights movements</p> <p>contemporary social and political movements (choose movements that align with historical events discussed)</p> <p>genocide</p> <p>refugees to the United States and other countries</p> <p>United Nations Human Rights Commission</p> <p>United Nations</p> <p>Universal Declaration of Human Rights</p>

<p>8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.</p>	<p>historical and modern issues and events. (8.G1.1) I can make a plan and take action to solve a problem at a local, regional, or global level. (8.C4.5)</p>	
Supporting Questions		
<p>How do social and political conditions allow genocides to occur? How did civil rights movements challenge the cultural norms within their societies and how have these past movements helped shape modern human rights movements today? What are the ways in which human rights are defended on a global level?</p>	<p>What are the political and social dynamics that contribute to the push/pull factors of refugees? When finding errors in the media, how do you determine whether a news source is reputable and reliable?</p>	

Eighth Grade Unit 6: Globalization



Compelling Question: Is globalization more likely to bring cooperation or conflict among nations?

Time: 7 Weeks

Disciplinary Skills and Processes:

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Content Standards	Learning Targets	Key Concepts/Topics
<p>8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.</p> <p>8.E4.3 Explain the effect of productivity on standard of living.</p> <p>8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>8.G2.1 Examine the impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.</p> <p>8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).</p> <p>8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.</p> <p>8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.</p>	<p>I can show digital citizenship by analyzing various media sources and discerning their motives, biases, and implications. (8.SP3.5)</p> <p>I can generate informed opinions, using evidence from primary and secondary sources, and articulate my arguments. (8.SP3.6)</p> <p>I can explain how globalization and competition for resources has both negatively and positively affected communities. (8.H2.3)</p> <p>I can form an opinion of a geographic issue and communicate its scale (local, regional, state, national, or global). (8.G4.1, 8.G2.1)</p> <p>I can evaluate the impact of trade on foreign and domestic markets. (8.E5.3, 8.E4.3)</p> <p>I can evaluate the impact and discuss various viewpoints about international economic and trade organizations. (8.E5.1)</p> <p>I can articulate how global poverty and inequality impacts trade between nations. (8.E5.1)</p> <p>I can show how terrorism has affected the safety and rights of individual citizens. (8.H2.2, 8.G2.2)</p> <p>I can identify and evaluate the costs and benefits of globalization. (8.E5.3)</p> <p>I can make a plan and take action to solve a problem at a local, regional, or global level. (8.C4.5, 8.G2.1)</p>	<p>environmental and natural resource concerns (choose topics that relate to content discussed)</p> <p>international economic and trade organizations</p> <p>media literacy</p> <p>poverty and inequality</p> <p>terrorism</p>

Supporting Questions

Identify the negative and positive impacts that trade organizations have on the standard of living.	What defines terrorism?
How does globalization help and hurt a society?	Identify ways terrorism affects the rights of citizens?
How does the wealth, or lack of wealth, impact the life expectancy of a citizen?	What are the roles of media in society and how do they influence public opinion?