

Eighth Grade: Citizenship And Civic Engagement In Today’s Society

The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/recent issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

There are many topics to pursue in 8th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

- Foundations of the United States government stemming from historical events such as the American Revolution and Civil War
- Constitution including structure, function, and principles
- Formal institutions such as Congress, the courts, the presidency, and linkage institutions such as media, elections, interest groups, polling, and political parties
- Historical and current legislation and landmark Supreme Court cases
- Civil rights movements throughout American history such as African-Americans, Latinx, Asian-Americans, women, American Indians, LGBTQ individuals, persons with disabilities, youth, and the elderly
- Immigration
- Amendments to the Constitution that have expanded the right to vote and equal protection under the law
- Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements
- Human rights and genocides including treaties and organizations that promote human rights and a study of the nations and leaders that abuse human rights and/or support genocide (In addition to the study of the Holocaust, other genocides should be studied.)
- Environmental issues
- Information and media age including digital citizenship and media literacy
- Terrorism both domestic and international and how it influences citizens’ safety and rights
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

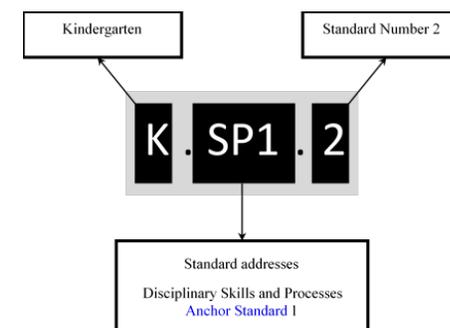
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

Instructional time necessary to master standards:

- Assumed Minutes per Week: 250
- Assumed Average Minutes per Day: 50

Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, 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 of the standards are below.



| DISCIPLINARY SKILLS AND PROCESSES |
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| 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. |
| 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. |

DISCIPLINARY SKILLS AND PROCESSES

- 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.
- 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 different kinds of historical sources.
- 8.SP3.3** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- 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.
- 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.

CIVICS

- 8.C1.1** Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.
- Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights
- 8.C1.2** Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
- 8.C1.3** Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C1.4** Engage in projects to help or inform others such as community service and service-learning projects.
- 8.C2.1** Analyze the powers of citizens in a variety of governmental and non-governmental contexts.
- 8.C2.2** Explain specific roles, rights, and responsibilities of people in a society.
- 8.C2.3** Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
- 8.C2.4** Explain how immigrants become naturalized citizens.
- 8.C3.1** Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.
- Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media
- 8.C3.2** Examine the origins and purpose of constitutions, laws, treaties, and international agreements.
- 8.C3.3** Compare the structures, powers, and limits of government at different levels in the United States.
- 8.C4.1** Compare historical and contemporary means of changing societies to promote the common good.
- 8.C4.2** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
- 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.
- 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.
- 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.

ECONOMICS

- 8.E1.1** Analyze the relationship between education, income, and job opportunities.
- 8.E1.2** Analyze the relationship between interest rates, saving, and use of credit.
- 8.E1.3** Analyze the relationship between investment and return.
- 8.E1.4** Examine the factors that influence spending decisions.
- 8.E1.5** Create a budget and examine the benefits of budgeting.
- 8.E1.6** Analyze the impact of debt on individuals.
- 8.E1.7** Understand various types of financial investments and calculate rates of return.

- 8.E1.8** Identify ways insurance may minimize personal financial risk.
- 8.E2.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E2.2** Evaluate current economic issues in terms of benefits and costs for different groups.
- 8.E3.1** Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
- 8.E3.2** Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.
- 8.E3.3** Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.

- 8.E4.1** Explain how inflation, deflation, and unemployment affect different groups.
- 8.E4.2** Explain the influence of changes in interest rates on borrowing and investing.
- 8.E4.3** Explain the effect of productivity on standard of living.
- 8.E5.1** Explain the interdependence of trade and how trade barriers influence trade among nations.
- 8.E5.2** Compare various economic systems such as command, mixed, and free market.
- 8.E5.3** Explain the benefits and the costs of trade policies to individuals, businesses, and society.

GEOGRAPHY

- 8.G1.1** Use geographic tools and representations to analyze historical and modern political and economic issues and events.
 - Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
- 8.G2.1** Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- 8.G2.2** Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- 8.G3.1** Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.
- 8.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).

HISTORY

- 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.
- 8.H2.2** Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H2.3** Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.
- 8.H3.1** Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.
- 8.H3.2** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- 8.H3.3** Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.
- 8.H3.4** Investigate a significant historical topic from United States History that has significance to an issue or topic today.