



**GRADE 8
CITIZENSHIP AND CIVIC
ENGAGEMENT IN TODAY'S
SOCIETY**

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 8

Through the process of inquiry, students will study citizenship and civic engagement. In addition, students will make connections between historical and current / contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.

8.SP1.1 Analyze connections among events and developments in broader historical contexts.

- Describe causal relationships within and across historical contexts.
- Describe similarities and differences among events in an historical context.

8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society (*e.g., domestic/international terrorism, environmental laws past and present, civil rights movements in United States*).

8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant (*e.g., NAACP, SCLC, John Lewis, Thurgood Marshall, Dolores Huerta*).

- Generate questions to determine the significance of individual and group actions and behaviors.
- Explain the significance of individuals and groups.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions 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 (*e.g., civil rights, global conflicts*).

8.SP2.2 Explain how and why perspectives of people have changed over time.

- Describe the ways in which perspectives have changed across different historical eras.
- Explain why perspectives have changed across different historical eras.

8.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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.

8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science (*e.g., human rights, civil rights, global conflicts, environmental issues*).

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.

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.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

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.

- Choose language, formatting, and media that are appropriate for the topic, audience, and purpose.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: 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 (*e.g., civil rights / environmental movements and laws*).

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.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a coherent argument.

8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.

CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

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 (*e.g., popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, and individual rights*).

- Explain how the United States society has been influenced by ideas and principles contained in the founding documents.
- Explain how the United States government has been influenced by ideas and principles contained in the founding documents.

8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.

- Participate in school and community-based activities that contribute to the common good and democratic principles (*e.g., food or clothing drives, volunteering, financial contributions to charity, student council, etc.*).
- Collaborate with peers to make decisions and reach consensus.
- Reflect on the role of own civic participation in contributing to the common good and democratic principles.

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.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.

- Explain the powers that all citizens have when interacting with the government at various levels (*e.g., voting for government officials, lobbying/advocating, protesting*).
- Explain the powers that all citizens have when interacting in non-governmental contexts (*e.g., lobbying/advocating, protesting*).

8.C2.2 Explain specific roles, rights and responsibilities of people in a society (*e.g., serving on a jury, following laws, registering for selective service*).

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.

CIVICS – Anchor Standard 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.

8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy (*i.e., political party platforms, electoral college, gerrymandering, census, primary and general elections; e.g., presidential nominating system including conventions, congressional elections including congressional districts, how electors are chosen in Arizona, types of interest groups, and role of the media*).

- Describe the impact of political parties on shaping policy.
- Describe the impact of interest groups on shaping policy.
- Describe the impact of elections on shaping policy.
- Describe the impact of the media on shaping policy.

8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements (e.g., *U.S. Constitution, Geneva Convention, UN Charter, Paris Accords*).

8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States (i.e., *Marbury v. Madison, checks and balances, Article 1, Article 2 and Article 3 of the U.S. Constitution*).

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

8.C4.1 Compare historical and contemporary means of changing societies to promote the common good (i.e., *Civil Rights Movement, Environmental Issues*).

- Describe similarities and differences between 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 (*Supreme Court cases, e.g., Brown v Board of Education, Marbury v Madison, Miranda vs Arizona*).

- Explain how public problems lead to the creation of specific rules and laws.
- Evaluate the degree to which actual and proposed laws address 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.

- Explain the decision-making processes of national, state, local, and tribal governments.
- Explain how public policies are implemented by government institutions at various levels.
- Describe the consequences of public policies at the national, state, local, and tribal levels.

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.

- Use a variety of primary and secondary sources to develop a position on a public policy issue.
- Analyze the origins, purpose, and consequences of a public policy issue.
- Use evidence from a variety of sources to defend a position on a public policy issue.
- Design an action plan to address or inform others about a public policy 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.

- Analyze how a specific problem can be found at multiple levels of society.
- Describe the characteristics and causes of the problem across multiple levels (local, regional, and global).
- Describe the challenges and opportunities faced by those trying to address the problem.
- Use multiple perspectives of the problem to develop an action plan.
- Explain and apply a range of methods to take action to try to solve the problem.

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

8.E1.2 Analyze the relationship between interest rates, saving, and use of credit (*e.g., credit cards vs. auto loan vs. student loans*).

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 several types of financial investments and calculate rates of return.

8.E1.8 Identify ways insurance may minimize personal financial risk.

- Describe the coverage of different kinds of insurance. (*e.g., property, liability, and life*).
- Describe the cost structure of insurance (*e.g., monthly payments, co-pays, percentage of incurred costs, deductible*).

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society (*e.g., USMCA, trade deficit, outsourcing jobs, use of energy resources, non-renewable energy*).

8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups (*e.g., pandemic shutdowns in 2020, housing price increase and supply chain problems 2021, inflation and unemployment 2022*).

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.

- Explain how a market works (*e.g., for products, for jobs, for stocks*).

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.

- Explain how institutions (*e.g., corporations, non-profits, and labor unions*) influence the rules and conditions of markets.

ECONOMICS – ANCHOR STANDARD E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.

8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups (*e.g., employment/occupation, education level, income level, geographic location*).

- Explain the causes of increased / decreased inflation and unemployment.

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 (*e.g., GNP*).

ECONOMICS – ANCHOR STANDARD E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.

8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations (*e.g., NAFTA, increased global trade, OPEC*).

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 (*e.g., Brexit, NAFTA, international trade agreements*).

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events (*e.g., maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology*).

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

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.

- Analyze the 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 (*e.g., Colorado River Water Laws on Western United States, Oil in Alaska, Fishing in the Pacific Northwest, Environmental laws on coal mining in West Virginia*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time (e.g., *Colorado River Water Laws on Western United States, Oil in Alaska, Fishing in the Pacific Northwest, Environmental laws on coal mining in West Virginia*).

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

8.G4.1 Take an active stance on a geographic issue reflecting its scale (*local, regional, state, national, or global; e.g., water rights, desertification, climate accords*).

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

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 (e.g., *political parties, Supreme court cases*).

8.H2.2 Explain how conflict can be both unifying and divisive both domestically and internationally (e.g., *War on Terror, Invasion of Ukraine, genocide in Yugoslavia*).

8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies (e.g., *how oil affects Saudi Arabia, Venezuela, and Norway, or how temperate climate, access to ports, and mining resources each affect a single community*).

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries (e.g., *civil rights/voting rights, environmental issues*).

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 (e.g., *Arab Spring, international women’s rights*).

8.H3.4 Explain how a significant historical topic from United States History has significance to an issue or topic today.

- Connect a significant historical issue from United States history to a modern issue.
- Trace the progression of a significant historical topic over time to analyze its impact on contemporary issues or topics.
- Describe relationships between historical and contemporary issues or topics.