

EIGHTH GRADE: CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY

Students will be able to...
(Disciplinary Skills and Processes)

- Analyze change and continuity over time
- Evaluate the significance of events to lives and society
- Use questions as a foundation for driving learning toward inquiry
- Analyze multiple perspectives and their impact
- Utilize multiple primary and secondary sources
- Construct and present arguments and explanations while acknowledging strengths and weaknesses
- Use relevant textual and visual evidence to support claims and explanations
- Analyze various causes and effects of events and developments
- Present arguments and explanations to diverse audiences in and out of the classroom.

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

How do citizens influence change in society?

Priority Standards

- 8.C1.1** Analyze ideas and principles contained in the founding documents of the United States and explain how they influence society and political systems.
- 8.C1.3** Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
- 8.C3.1** Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy
- 8.C4.1** Compare historical and contemporary means of changing societies to promote the common good.
- 8.E2.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.
- 8.G1.1** Use geographic tools and representations to analyze historical and modern political and economic issues and events.
- 8.H2.2** Investigate how conflict can be both unifying and divisive both domestically and internationally.
- 8.H3.3** Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

Students will learn...
(Essential Content Knowledge)

- Information and Media Literacy
- Foundation of American Government
- The Constitution
- Amendments & the Amendment Process
- Branches of Government
- Political Parties & Interest Groups
- Elections & Voting
- Supreme Court Cases
- Various Civil Rights Movements
- Immigration Policy
- Human Rights & Genocide
- Terrorism
- Environmental Policy
- Economics and Personal Finance
- *Civic Action Throughout*

ACADEMIC VOCABULARY

affect, analyze, argument, central idea, claim, compare, contrast, contribute, counterclaim, different, effect, evidence, purpose, revise, similar, source, summarize

CONTENT SPECIFIC VOCABULARY

amendment, checks and balances, civic duty, civic engagement, civil dissent, civil rights, federalism, genocide, globalization, human rights, interest group, investment, limited government, majority/minority rights, naturalization, opportunity cost, platform, political party, popular sovereignty, public policy, rule of law, social contract, suffrage, supply and demand, terrorism

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Skills and instructional strategies:

Analyze change and continuity over time

- [Projecting Across Time](#)
- [Human Timeline](#)

Evaluate the significance of events to lives and society

- [I Used to Think... Now I Think...](#)
- [Projecting Across Time](#)

Use questions

- [Claim, Support, Question](#)
- [Question Formulation Technique \(QFT\)](#)

Analyze multiple perspectives and their impact

- [Discussion Diamond*](#)
- [Circle of Viewpoints](#)

Utilize multiple primary and secondary sources

- [Library of Congress Primary Source Analysis](#)

Construct & present arguments/explanations while acknowledging strengths and weaknesses

- [SPAR \(Spontaneous Argumentation\)](#)
- [Barometer: Take a Stand](#)

Use relevant textual and visual evidence to support claims and explanations

- [Evaluating Sources](#) (Discovery Ed)

Analyze various causes and effects of events and developments

- [Cause/Effect Graphic Organizers](#)

Present arguments and explanations to diverse audiences in and out of the classroom.

- [Barometer: Taking a Stand on a Continuum](#)

Social Studies and ELA Connections

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. (8.RI.1, 8.SP3.2)

Determine a central idea of a text and analyze its development over the course of the text; objectively summarize. (8.RI.2, 8.SP1.1, 8.SP4.4)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas or individuals influence ideas or events). (8.RI.3, 8.SP1.4)

Determine an author's point of view/purpose in a text and analyze how the author distinguishes their position from others. (8.RI.6, 8.SP2.2, 8.SP2.3, 8.SP3.5)

Compare and contrast a text to other multimedia versions of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (8.RI.7, 8.SP2.1, 8.SP3.2)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (8.RI.8, 8.SP3.2-7)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (8.RI.9, 8.SP2.1-3)

Write arguments to support claims with clear reasons and relevant evidence. (8.W.1, 8.SP4.3)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8.W.2, 8.SP3.7)

Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.438/0>



<https://tinyurl.com/AZCivics>