**Grade 8 Participating In Change**

|  |  |
| --- | --- |
| **Grade Level Introduction**: When encouraged to wonder, question, analyze and communicate their understandings, students embrace their roles in creating and sustaining change that will have positive implications in their communities, nation and world. The goal for 21st century learners in 8th grade is that through the application of the Practices in the Inquiry Cycle, students will demonstrate their development of civic-mindedness by clearly articulating the significance of civic participation and explaining how these processes are encouraged in order to address and influence societal needs. Students will seek to expand their global perspectives by analyzing how humans interact with their environment in ways that impact culture and create long-term, human-induced change. They will also begin to explore their functions in this change as they seek to develop an understanding of the role that economic issues and decisions made at all levels play on their nation and their world.  These critical thinkers will uncover and effectively utilize data that support their analyses and lead to the development of informed opinions that will determine how they choose to participate in change and impact their society. These 21st century learners will embrace change and take necessary steps to move this change into action. By the end of 8th grade, students will be able to utilize knowledge from understandings about the interconnectedness of geography, economics and history to actively engage through civic mindedness and progress from basic civic dispositions to civic participation.  **Assumptions and Goals of Curriculum Development:**  **Sampling of Primary Resources Documents:** | |
| **8.CM.1 Civic and Political Institutions** *Evaluate and demonstrate the roles of citizens at various levels in the U.S. political system.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   1. What roles do citizens have in a democracy? | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Analyze founding documents to explain how democratic principles influence government, society and communities.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.CM.3 Processes, Rules and Laws** *Analyze the purpose, implementation and consequences of bills, laws and policies to address societal needs.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.4 Economic Decision Making** *Use economic analysis to construct alternative approaches to solve various economic problems.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.5 Exchange and Markets** *Use economic analysis to evaluate the ways in which incentives, competition and the consequences of competition influence buyers and sellers in markets.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.6 National Economy** *Use economic analysis to evaluate data in order to explain the influence of monetary changes on spending, production and supply of money in the national economy.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.7 Global Economy** *Use economic analysis to illustrate how barriers of trade, and the benefits and costs of trade policies affect individuals, businesses and society.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.8 Spatial Views of the World** *Create various geographical representations in order to analyze how patterns of settlement arise, how people make changes to the land and how cultures develop in response to surroundings.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.9 Human-Environment Interaction** *Explain how cultural patterns and economic decisions influence environments and daily lives of people in both nearby and distant places.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.10 Human Populations, Spatial Patterns and Movements** *Evaluate the influences of long-term human-induced environmental changes on spatial patterns.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.11 Global Interconnections** *Explain how environmental characteristics and production of goods influence spatial patterns of world trade.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.12 Chronological Reasoning: Causation and Continuity** *Explain multiple causes and effects of developments, events and historical periods and evaluate the relative influence of various causes on these events.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.13 Historical Understanding: Contextualization and Perspectives** *Analyze how people’s perspectives and multiple factors influenced what information the creators of historical documents included, and explain how and why perspectives of people have changed over time.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.14 Historical Arguments** *Organize applicable evidence from historical sources into a coherent argument including the examination of any opposing claim.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

|  |  |
| --- | --- |
| **8.EDM.15 Interpretation and Synthesis** *Evaluate the relevancy and usefulness of a historical source by examining and detecting possible limitations based on evidence collected from different kinds of historical sources.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |