

We the People: Project Citizen

5th – 8th Grade

Level One Textbook Correlation

aligned to

Arizona History & Social Science Anchor Standards

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Fifth Grade – United States Studies

DISCIPLINARY SKILLS AND PROCESSES

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.

- 5.SP1.1 Create and use a chronological sequence of related events to compare development that happened at the same time.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 5.SP1.2 Explain how events of the past affect students' lives and society.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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.

- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
 - *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy; Task Four – Developing an Action Plan)*
- 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.

- *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
- *Project Citizen Step 3: Gathering Information on the Problem Your Class Will Study*
- *Project Citizen Step 4: Developing a Class Portfolio**
- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
 - *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen Step 4: Developing a Class Portfolio**
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
 - *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen Step 4: Developing a Class Portfolio**
- 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
 - *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen Step 4: Developing a Class Portfolio**
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
 - *Project Citizen Step 2: Selecting a Problem for Class Study*
 - *Project Citizen Step 4: Developing a Class Portfolio (Task One – Explaining the Problem; Task Three – Proposing a Public Policy; Task Four – Developing an Action Plan)*
 - *Project Citizen Step 5: Presenting Your Portfolio*
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and detail with relevant information and data.
 - *Project Citizen Step 2: Selecting a Problem for Class Study*
 - *Project Citizen Step 4: Developing a Class Portfolio**
 - *Project Citizen Step 5: Presenting Your Portfolio*

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 5.SP4.2 Use evidence to develop a claim about the past.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 5.SP4.3 Summarize the central claim in a secondary source.
 - *Project Citizen Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen Step 4: Developing a Class Portfolio**

CIVICS

Citizens have individual rights, roles, and responsibilities.

* All Tasks in Step are aligned.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

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.

- 5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Problem)*

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - *Project Citizen – Introduction: What Is Public Policy*
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

By applying economic reasoning, individuals seek to understand the decision of people, groups, and societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Interconnected global economy impacts all individuals and groups in significant and varied ways.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Human-environment interactions are essential aspects of human life in all societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Sixth Grade – Global Studies: World Regions and Cultures of the Eastern Hemisphere

DISCIPLINARY SKILLS AND PROCESSES

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.

- 6.SP1.1 Examine ways that historians and social scientists know about the past.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.SP1.4 Evaluate the significance of past events and their effect of students' lives and society.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies)*

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.

- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy; Task Four – Developing an Action Plan)*
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**

- 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task One – Explaining the Problem; Task Three – Proposing a Public Policy)*
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

CIVICS

Citizens have individual rights, roles, and responsibilities

- 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

* All Tasks in Step are aligned.

- *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- *Project Citizen – Step 5: Presenting Your Portfolio*
- 6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.
 - *Project Citizen – Step 4: Developing a Class Portfolio**

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Individuals and institution are interdependent within market systems.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Interconnected global economy impacts all individuals and groups in significant and varied ways.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Human-environment interactions are essential aspects of human life in all societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

- *Project Citizen – Step 4: Developing a Class Portfolio (Task One – Explaining the Problem; Task Two – Examining Alternative Policies)*

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 6.H3.1 Analyze the impact of religious, government, and civic groups over time.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

Seventh Grade – Integrated Global Studies

DISCIPLINARY SKILLS AND PROCESSES

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.

- 7.SP1.1 Analyze connections among events and development in broader historical contexts.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies)*
- 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies)*
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies)*

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.

- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.SP2.2 Explain how and why perspectives of people have changed over time.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.SP2.3 Analyze how people's perspectives influence what information is available in the historical sources they created.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

- *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
- *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- *Project Citizen – Step 4: Developing a Class Portfolio**
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional resources.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task One – Examining the Problem; Task Three – Proposing a Public Policy to Deal with the Problem)*
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 7.SP4.3 Organize applicable evidence into a coherent argument.
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.
 - *Project Citizen – Step 3: Gathering Information on the Problem for Class Study*

CIVICS

Citizens have individual rights, roles, and responsibilities

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.
 - *Project Citizen – Introduction: What is Public Policy?*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem; Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E2.2 Evaluate current economic issues in terms of benefits and costs for district groups in society.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

Individuals and institution are interdependent within market systems.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Interconnected global economy impacts all individuals and groups in significant and varied ways.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Human-environment interactions are essential aspects of human life in all societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
 - *Project Citizen – Step 1: Identify Public Policy Problems in Your Community*

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.
 - *Project Citizen – Step 1: Identify Public Policy Problems in Your Community*
- 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.
 - *Project Citizen – Step 1: Identify Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 7.H3.1 Compare the origins and spread of influential ideologies for both religious and non-religious worldviews.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.H3.2 Analyze how economic and political motivations impact people and events.
 - *Project Citizen – Step 1: Identify Public Policy Problems in Your Community*
- 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in history and contemporary settings.

- *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue today.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*
- 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

DISCIPLINARY SKILLS AND PROCESSES

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.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.SP1.3 Evaluate the significance of past events and their effect on students’ lives and society.
 - *Project Citizen – Step 1: Identify Public Policy Problems in Your Community*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*

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.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.SP2.2 Explain how and why perspectives of people have changed over time.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

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.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*

- 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- 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.
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 3: Gathering Information on the Problem You Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 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.
 - *Project Citizen – Step 2: Selecting A Problem for Class Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom using print, oral, and digital technologies.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5 Presenting Your Portfolio*

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.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task One – Explaining the Problem; Task Two – Examining Alternative Policies to Deal with the Problem)*

- *Project Citizen – Step 5: Presenting Your Portfolio*
- 8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*

CIVICS

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.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*
- 8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.
 - *Project Citizen – Introduction: What is Public Policy?*
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*

Citizens have individual rights, roles, and responsibilities

- 8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.C2.2 Explain specific roles, rights and responsibilities of people in a society.
 - *Project Citizen – Introduction: What is Public Policy?*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
 - *Project Citizen – Step 4: Developing a Class Portfolio**
- 8.C2.4 Explain how immigrants become naturalized citizens.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*

* All Tasks in Step are aligned.

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 is 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.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*

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.
 - *Project Citizen – Step 4: Developing a Public Policy (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
 - *Project Citizen – Step 4: Developing a Public Policy (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- 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.
 - *Project Citizen – Step 4: Developing a Public Policy (Task Two – Examining Alternative Policies to Deal with the Problem; Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
- 8.C4.4 Identify, research, analyze, discuss, and defend a position on the national, state, or local public policy issue including an action plan to address or inform others about the issue.
 - *Project Citizen – Introduction: What is Public Policy?*
 - *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
 - *Project Citizen – Step 2: Selecting a Problem for Class Study*
 - *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
 - *Project Citizen – Step 4: Developing a Class Portfolio**
 - *Project Citizen – Step 5: Presenting Your Portfolio*
- 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.
 - *Project Citizen – Introduction: What is Public Policy?*

* All Tasks in Step are aligned.

- *Project Citizen – Step 1: Identifying Public Policy Problems in Your Community*
- *Project Citizen – Step 2: Selecting a Problem for Class Study*
- *Project Citizen – Step 3: Gathering Information on the Problem Your Class Will Study*
- *Project Citizen – Step 4: Developing a Class Portfolio**
- *Project Citizen – Step 5: Presenting Your Portfolio*

ECONOMICS

A financially literate individual understands how to manage income, spending, and investing

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Individuals and institution are interdependent within market systems.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

The domestic economy is shaped by interactions between government, institutions, and private sector.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Interconnected global economy impacts all individuals and groups in significant and varied ways.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

Human-environment interactions are essential aspects of human life in all societies.

- *Project Citizen lessons not explicitly aligned to this grade level standard.*

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.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global.)
 - *Project Citizen – Step 4: Developing a Class Portfolio**

- *Project Citizen – Step 5: Presenting Your Portfolio*

HISTORY

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.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Three – Proposing a Public Policy to Deal with the Problem)*
- 8.H2.3 Explain how geographic and environmental factors have shaped communities and how competition over resources have affected government policies.
- *Project Citizen lessons not explicitly aligned to this grade level standard.*

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.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
 - *Project Citizen – Step 4: Developing a Class Portfolio (Task Two – Examining Alternative Policies to Deal with the Problem)*
- 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.H3.4 Investigate a significant historical topic from global history that has significance to an issue today.
 - *Project Citizen lessons not explicitly aligned to this grade level standard.*