

# ***We the People: Project Citizen***

**5<sup>th</sup> – 8<sup>th</sup> Grade**

**Level One (3<sup>rd</sup> Edition) Textbook Correlation**

**aligned to**

**Arizona History & Social Science Anchor Standards**

Terri Welsh

## **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 3: 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*

- *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
  - *Project Citizen Step 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task One – Explaining the Problem; Task Three – Proposing a Public Policy; Task Four – Developing an Action Plan)*
  - *Project Citizen Step 8: 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 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*

- *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**

## **CIVICS**

**Citizens have individual rights, roles, and responsibilities.**

- 5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.
  - *Project Citizen Step 2: Learning about Public Policy*

**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 2: Learning about Public Policy*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task Three – Proposing a Public Policy)*

**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 Step 2: Learning about Public Policy*
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: Presenting Your Portfolio*

## **ECONOMICS**

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

- 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.
  - *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.**

- 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.

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

**Individuals and institutions are interdependent within market systems.**

- 5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
  - *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.**

- 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**GEOGRAPHY**

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

- 5.G1.1 Use and construct maps and graphs to represent changes in the United States.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.
  - *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.**

- 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 5G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.
  - *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.**

- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
  - *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.**

- 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
  - *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 3: 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 on students' lives and society.
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research (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 5: Gathering Information on the Problem You 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 3: Identifying Public Policy Problems in Your Community*

- *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
- *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
- *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.
  - *Project Citizen Step 5: Gathering Information on the Problem You 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 4: Selecting a Problem for Class Study*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task One – Explaining the Problem; Task Three – Proposing a Public Policy)*
  - *Project Citizen Step 8: 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 4: Selecting a Problem for Class Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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.

\* All Tasks in Step are aligned.

- *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
- *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
- *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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.
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
  - *Project Citizen Step 8: 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 7: Developing a Portfolio to Present Your Research\**

## **ECONOMICS**

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

- 6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**Individuals and institutions are interdependent within market systems.**

- 6.E3.1 Describe the relationship between various costs and benefits of economic production.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 6.E5.1 Describe the factors that influence trade between countries or cultures.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

## **GEOGRAPHY**



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

- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.
  - *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.**

- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 6.G4.1 Explain why environmental characteristics vary among different world regions.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.
  - *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.**

- 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.
  - *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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: 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 2: Learning about Public Policy*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 5: 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*

- *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
- *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task Three – Proposing a Public Policy; 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
  - *Project Citizen Step 5: Gathering Information on the Problem You 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 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Class Portfolio (Task One – Examining the Problem; Task Three – Proposing a Public Policy to Deal with the Problem)*
  - *Project Citizen Step 8: 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 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: 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 8: 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 5: Gathering Information on the Problem for Class Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*

## CIVICS

### Citizens have individual rights, roles, and responsibilities

- 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.
  - *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 Step 2: Learning about Public Policy*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: Presenting Your Portfolio*

## ECONOMICS

\* All Tasks in Step are aligned.

**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 institutions are interdependent within market systems.**

- 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E3.4 Explain ways in which money facilitates exchange.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E5.2 Compare the various economic systems.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

## **GEOGRAPHY**

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

- 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

- 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.
  - *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.**

- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)
  - *Project Citizen Step 3: 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 3: 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 3: Identify Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You 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 3: Identify Public Policy Problems in Your Community*
- 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 5: Gathering Information on the Problem Your Class Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 5: Gathering Information on the Problem You 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*

- *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 5: 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 5: Gathering Information on the Problem Your Class Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 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 5: Gathering Information on the Problem You 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 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 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 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 4: Selecting A Problem for Your Class to Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
- *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task One – Explaining the Problem; Task Two – Examining Alternative Policies to Deal with the Problem)*
  - *Project Citizen Step 8: 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 5: Gathering Information on the Problem You 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.
  - *Project Citizen Step 2: Learning about Public Policy*
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*

\* All Tasks in Step are aligned.

- *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 8.C2.2 Explain specific roles, rights and responsibilities of people in a society.
  - *Project Citizen Step 2: Learning about Public Policy*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
- 8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
- 8.C2.4 Explain how immigrants become naturalized citizens.
  - *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 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 2: Learning about Public Policy*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (Task Three – Proposing a Public Policy to Deal with the Problem; Task Four – Developing an Action Plan)*
  - *Project Citizen Step 8: Presenting Your Portfolio*
- 8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 Step 2: Learning about Public Policy*
  - *Project Citizen Step 3: Identifying Public Policy Problems in Your Community*
  - *Project Citizen Step 4: Selecting a Problem for Your Class to Study*
  - *Project Citizen Step 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: Presenting Your Portfolio*

## ECONOMICS

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

- 8.E1.1 Analyze the relationship between education, income, and job opportunities.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.3 Analyze the relationship between investment and return.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.4 Examine the factors that influence spending decisions.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.5 Create a budget and examine the benefits of budgeting.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.6 Analyze the impact of debt on individuals.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.7 Understand several types of financial investments and calculate rates of return.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E1.8 Identify ways insurance may minimize personal financial risk.
  - *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.**

- 8.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.*
- 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.

\* All Tasks in Step are aligned.

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

**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.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

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

- 8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E4.3 Explain the effect of productivity on standard of living.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**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.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E5.2 Compare various economic systems such as command, mixed, and free market.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*

**GEOGRAPHY**

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

**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.
  - *Project Citizen lessons not explicitly aligned to this grade level standard.*
- 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
  - *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 5: Gathering Information on the Problem You Will Study*
  - *Project Citizen Step 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research\**
  - *Project Citizen Step 8: 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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 20<sup>th</sup> and 21<sup>st</sup> 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 6: Preparing to Develop a Portfolio to Present Your Research*
  - *Project Citizen Step 7: Developing a Portfolio to Present Your Research (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.*