



Whiteriver Unified School District Essential Standards

What is it we expect students to learn?

Grade: 8th		Subject: Social Studies		Team Members: Curtis Clark	
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessments	Extension Standards
<p><i>What is the essential standard to be learned? Describe in student-friendly vocabulary</i></p>	<p><i>What does proficient student work look like? Provide an example and/or description. (Descriptions were taken from AZ Merit Portal –Item Specifications –Task Demand)</i></p>	<p><i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</i></p>	<p><i>When will this standard be taught?</i></p>	<p><i>What assessment(s) will be used to measure student mastery?</i></p>	<p><i>What will we do when students have already learned this standard?</i></p>
<p>8.SP1.3 Evaluate the significance of past events and their effect on students’ lives and society.</p> <p>I can explain how a past event has impacted my life.</p>	<p>When looking at 2 or more related events, the student should be able to identify which event caused or influenced the other</p>	<p>The student must have a working understanding of the difference between cause and effect.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Will work to have students describe a world without these events.</p>

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<p>8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.</p> <p>I can ask and answer questions about the topic or source that we are studying.</p>	<p>Open-ended questions Ex: Q: What impact did this event have during the time? A: This event caused the entry of the U.S. into WWII.</p>	<p>The student must know the difference between a question and a statement.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>In preparation for HSSP3.1 learn to determine the types of sources that will help answer these questions.</p>

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<p>8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.</p> <p>I can evaluate the credibility of a source by looking at the author, date, origin, intended audience and purpose.</p>	<p>Classifying primary sources, determining the authenticity of a primary source.</p>	<p>Student will learn about bias and the difference between a primary and secondary source in 7th Grade.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>In preparation for HSSP3.4 evaluate which information experts value when dealing with a source.</p>

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<p>8.SP4.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.</p> <p>I can construct and present arguments using claims and counterclaims</p>	<p>Students should be able to write an argumentative essay and earn a 3 or higher using the rubric from the AZ Merit test.</p>	<p>Student will learn the outline of an argumentative essay and the differences between a claim and counterclaim in 6th and 7th grade.</p>		<p>Argumentative Essay that will be written the two weeks prior to Spring Break.</p>	<p>In preparation for HSSP3.6 introduce students to evidentiary weakness within an argument.</p>

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<p>8.C1.1 Analyze ideas and principles contained in the founding documents of the United States...and explain how they influence society and political systems.</p> <p>I can analyze ideas from the documents used to found America and explain how they have impacted our country.</p>	<p>Student will write a 4 sentence explanatory paragraph and earn a 3 or higher using the rubric from the AZ Merit test.</p>	<p>Student will know of the existence of the Declaration of Independence, Constitution, and Federalist Papers.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.SP3.8 By finding additional sources and technologies to present explanations.</p>

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<p>8.C2.2 Explain specific roles, rights and responsibilities of people in a society.</p> <p>I can explain the roles, right, and responsibilities of people.</p>	<p>Ex: In Nazi Germany people were expected to inform on others. The SS could enter a room and search without warning. People had to adhere to curfews.</p>	<p>Students will know the definition of rights and responsibilities.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.C2.2 by then comparing and contrasting these with people in other societies.</p>

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<p>8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.</p> <p>I can describe how different groups have shaped the United States.</p>	<p>Students will compose a paragraph to describe how political institutions or media have shaped government policy.</p>	<p>Students will know the name of both major political parties in the U.S. and the difference between conservative and progressive.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.C3.3 by moving past shaping policy to showing the impact on political institutions.</p>

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<p>8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.</p> <p>I can compare the differences between, state, federal and tribal governments.</p>	<p>Students will make a tri-Venn Diagram comparing state, tribal and federal governments.</p>	<p>Students will know what political positions correspond to each level of government.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.C4.1 by extending to learning what procedures are necessary to use depending on the level of government.</p>

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<p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p> <p>I can analyze how education improves income and job opportunities.</p>	<p>Students will be able to explain the type of education or training that is necessary to hold certain jobs and identify the mean pay for that occupation.</p>	<p>Students will understand the term income and have been introduced to different occupations.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>In preparation for HS. E1.1 begin to develop your own plan on how to improve your economic well-being.</p>

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<p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p> <p>I can analyze the different factors that relate to running a business.</p>	<p>Students will be able to explain the law of supply and demand by using fry bread and customers to describe when to raise or lower the price.</p>	<p>Students will learn who is in charge of supply and what role a customer plays in the economy.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Student will extend and prepare for HS. E3.1 by choosing another industry to model the law of supply and demand through.</p>

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<p>8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.</p> <p>I can evaluate how certain variables cause conflict or cooperation.</p>	<p>Ex: The treaty of Versailles was signed to end WWI. Unfortunately, the harsh reparations placed on Germany created an environment for the rise of Hitler and the start of WWII.</p>	<p>The student will know the differences between conflict and cooperation and identify what each looks like.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS. E3.5 and HS.SP3.6 by turning the evaluation into an explanation or argument supported with evidence.</p>

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<p>8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.</p> <p>I can investigate times that conflict united or divided people.</p>	<p>Students will describe how the events on 9/11 impacted the United States relationships at home and abroad.</p>	<p>Students will have been introduced to the concept of terrorism.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.H2.1 and HS.H2.2 by using the investigation to then explain why a conflict developed or was resolved.</p>

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<p>8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p> <p>I can explain how different groups have changed America over the years.</p>	<p>Ex: The work of MADD has significantly lowered the loss of life in the U.S. because of Drunk Driving. Laws have been changed and awareness has been gained.</p>	<p>Students will have an understanding that people have the power to influence and change the nation.</p>		<p>Questions on weekly Friday formative will assess whether the skill and process was learned</p>	<p>Prepare for HS.H3.1 By tracing how leaders and society have responded to the changes that have been made.</p>