EAST PENN SCHOOL DISTRICT

8TH GRADE SOCIAL STUDIES

Approved 10/19
Effective 8/20

Unit 1: Cultural Diffusion

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Civ.5.6-8.
Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.9.6-8.
Compare deliberative processes used by a wide variety of groups in various settings.

D2.Civ.13.6-8.
Analyze the purposes, implementation, and consequences of public policies in multiple settings.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to demonstrate that the spread of culture among groups shape society and people.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Cultures are shaped by multiple factors.
U2: Culture evolves.
U3: There are positive and negative outcomes to the interaction of groups.</td><td>ESSENTIAL QUESTIONS
EQ1: What is culture?
EQ2: What impact does power have on expansion?
EQ3: How does where a group lives affect how a group lives?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The major reasons for cultural expansion
K2: That established societies existed prior European expansion
K3: There was continual expansion throughout the establishment of America
K4: Early Americans established colonies based on different perspectives</td><td>Skills
S1: I can Identify cultural bias.
S2: I can evaluate primary and secondary sources.
S3: I can make connections between past cultural decisions and my own environment.
S4: I can analyze what characteristics make locations similar and different from each other.
S5: I can analyze the impact humans have on their environment.</td></tr>
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D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy. D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. D2.Eco.13.6-8. Explain why standards of living increase as productivity improves. D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	K5: Global trade involved the exchange of goods and people	S6: I can evaluate potential consequences related to groups spreading.

D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.		

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of		

people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. D2.His.14.6-8. Explain multiple causes and effects of		

events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.		

Unit 2: Engaged Citizen

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

D2.Civ.1.6-8.
Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8.
Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.4.6-8.
Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.7.6-8.
Apply civic virtues and democratic principles in school and community settings.

Transfer

Students will be able to independently use their learning to actively contribute to their local, national, and global communities as an informed citizen.

Meaning

UNDERSTANDINGS
U1: Civic engagement is a process for a lifelong learner.
U2: Forms of communication can be used to influence behavior.
U3: Rights are given to individuals by their respective governments.

ESSENTIAL QUESTIONS
EQ1: What does it mean to be an engaged citizen look like?
EQ2: Why do individuals need to hold governments accountable?
EQ3: Who holds power in society?
EQ4: Should all citizens have a voice?

Acquisition

Student will know...
K1: The process for initiating societal change
K2: There is a relationship between the government and the citizens.
K3: That communication and compromise are essential to the interactions between a government and its citizens.
K4: The Bill of Rights provides me a blueprint for action

Skills
S1: I can explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
S2: I can analyze multiple factors that influenced historical eras.
S3: I can evaluate the relevance and utility of a historical source.
S4: I can apply civic virtues and democratic principles in school and community settings.
S5: I can differentiate among procedures for making decisions in society in terms of how civic purposes are intended.

D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different		

groups and society as a whole. D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.		

D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.		

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.		

Unit 3: Evolution of Government

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Standards

D2.Civ.3.6-8.
Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.4.6-8.
Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.8.6-8.
Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.9.6-8.
Compare deliberative processes used by a wide variety of groups in various settings.

D2.Civ.12.6-8.
Assess specific rules and laws (both actual and proposed) as means of addressing</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to demonstrate that governments must change over time to remain effective.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Governments have levels of complexity.
U2: Governments provide structure to societies.
U3: Through conflict and resolution, governments evolve.
U4: Fairness and equality are addressed by the government through the American Justice System.</td><td>ESSENTIAL QUESTIONS
EQ1: Why do we need governments?
EQ2: How does government function?
EQ3: What influences government?
EQ4: What is fair?
EQ5: Does equality exist?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Three branches of government exist to maintain a balance of power.
K2: Laws create changes to the government and society.
K3: Government enforces laws to create a peaceful societal balance
K4: The justice system evaluates the fairness of laws and government action.</td><td>Skills
S1: I can differentiate the responsibilities of governmental form.
S2: I can evaluate the relative influence of various causes of events and developments in the past.
S3: I can use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
S4: I can explain how and why perspectives of people have changed over time.
S5: Ican analyze connections among events and developments in broader historical contexts.
S6: I can compare deliberative</td></tr>
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public problems. D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.		processes used by a wide variety of groups in various settings. S7: I can describe the role of government in shaping my life.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.		

D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.		

Unit 4: Revolution

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.9.6-8.
Compare deliberative processes used by a wide variety of groups in various settings.

D2.Civ.14.6-8.
Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Eco.1.6-8.
Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.6.6-8.
Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

D2.Eco.8.6-8.
Explain how external benefits and costs influence market outcomes.

D2.Eco.9.6-8.

Transfer

Students will be able to independently use their learning to demonstrate that in order to elicit change, individuals and groups must take decisive action.

Meaning

UNDERSTANDINGS
U1: Various forms of communication can initiate change.
U2: Revolutions can be sparked by imbalances of power.
3: People from diverse backgrounds can successfully collaborate.

ESSENTIAL QUESTIONS
EQ1: Who makes revolutions effective?
EQ2: Was the revolutionary war necessary?
EQ3: How are risks calculated?

Acquisition

Students will know...
K1: The economic, political, and social motivations for change.
K2: Conflicts associated with the American Revolution.
K3: The global impact of the Revolutionary War.
K4: How the spread of information impacts decision making.
K5: How individuals can propel revolutionary change.

Skills
S1: I can compare historical and contemporary means of evolving societies, and promoting the common good.
S2: I can compare historical and contemporary means of societal change for promoting the common good.
S3: I can analyze multiple factors that influenced the perspectives of people during different historical eras related to the concept of revolution.
S4: I can organize applicable evidence into a coherent argument about the past.

Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.		

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and		

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