



SOCIAL STUDIES CURRICULUM MAP

GRADE 6-8

Includes Illinois Learning Standards for Social Science and the
Common Core Reading and Writing Standards for Literacy

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Illinois Learning Standards for Social Science Overview

The Illinois Social Science Standards were developed by a task force in 2014 and 2015 and are designed to ensure that students across Illinois focus on a common set of standards and have the opportunity to develop the knowledge, dispositions, and skills necessary for success in college, career, and civic life in the 21st century. The vision supporting this design is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate. The standards cultivate civic mindedness, historical thinking, economic decision making, geographic reasoning, and psychological and sociological intellect across all disciplines and grade levels

The middle grades provide a bridge between the elementary and high school experiences. Reflecting the unique nature of adolescents and the schools in which they learn, the structure of the middle grade social science standards is unique. Unlike the elementary and high school standards, the middle grade standards do not assign particular content to each grade level. Rather, these standards focus on the developmental need of middle grade students: to cultivate the critical thinking skills used by social scientists through the inquiry process. The disciplinary concepts of civics, economics, geography, and history are integrated within the curriculum.

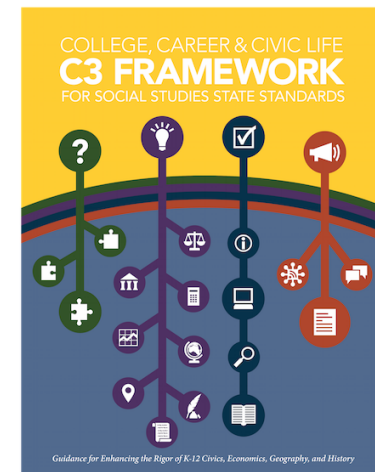
Illinois developed these learning standards with guidance from the C3 framework. The purpose of C3 was to provide a guiding document for states to integrate into their unique social studies' needs. With assistance from the C3 Framework, Illinois graduates will reap the benefits of being prepared for college, career, and civic life.

The C3 inquiry process is outlined in four major dimensions:

- Dimension 1: Developing questions and planning inquiry
- Dimension 2: Applying disciplinary concepts and tools
- Dimension 3: Evaluating sources and using evidence
- Dimension 4: Communicating conclusions and taking informed action

The Illinois task force developed and worked under the following beliefs:

- Knowledge without action proves little.
- Fundamentally, democracy is a verb and as such requires action.
- It is of great necessity that our children acquire a common set of knowledge and skills, so that the actions required for democratic governance will be sustained.
- It is vital that the standards be written to support the local control of the curriculum.
- The standards must allow for the diversity of each district or community to be honored and integrated into the curriculum; focusing on information at the conceptual level minimized the need for the identification of specific content.
- The Illinois School Code has a list of history and civic content mandates (e.g., Black History Month) that must be taught. These are non-negotiables and require connections to the new social science standards.



- The focus of the work was to write standards; while keeping the curriculum and instruction in the backs of our minds, at the end of the day we were tasked with writing standards, not a curriculum. This was particularly challenging for teams mainly comprised of classroom teachers.
- Financial literacy was absent in the 1997 Illinois Social Science Learning Standards but must be in the revisions.
- The strongest task force voice must be the voice of Illinois K–12 teachers. Valuable input can be obtained from all relationships but certainly those who will implement the standards should have the greatest input.
- Less is more. Identifying many standards does not equate to their utilization. Depth of thinking results from having sufficient time to probe at a deep conceptual level.

Overarching Standards-Based Strands:

Inquiry Skills: Developing Questions, Planning Inquiries, Evaluating Sources & Evidence, Research Skills (may include elements of ELA that pertain to selecting and evaluating ideas in written work)

Disciplinary Content: Civics, Economics and Financial Literacy, Geography, History

Communicating Conclusions: Informative and Argumentative writing, presentations, debates (projects that communicate key concepts)

6-8 Social Studies Scope and Sequence

Illinois Learning Standards Coverage

Inquiry Skills	
	Developing Questions and Planning Inquiries
6, 7, 8	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.
6, 7, 8	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.
6, 7, 8	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.
	Evaluating Sources and Using Evidence
6, 8	SS.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use.
7, 8	SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.
8	SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.
6, 8	SS.IS.5.6-8.LC. Appropriately cite all sources utilized.
8	SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations.
7, 8	SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.
	Communicating Conclusions and Taking Informed Action

8	SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
7, 8	SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
7, 8	SS.IS.6.6-8.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media
7, 8	SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).
8	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
6, 8	SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.
6, 7	SS.IS.8.6-8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.
Discipline and Disciplinary Concepts	
Civics	
6	SS.CV.1.6-8.LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
7	SS.CV.1.6- 8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives
8	SS.CV.1.6- 8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
6, 7, 8	SS.CV.2.6-8.LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
6, 7	SS.CV.2.6- 8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government
6, 7	SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
6, 7, 8	SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
6	SS.CV.4.6-8.LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
6	SS.CV.4.6- 8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.
7	SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings,
6	SS.CV.5.6-8.LC. Apply civic virtues and democratic principles in school and community settings.
6	SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
8	SS.CV.5.6- 8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
8	SS.CV.5.6-8.MC. Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, local, state, or national government).
Economics and Financial Literacy	
6, 8	SS.EC.1.6-8.LC. Explain how economic decisions affect the well- being of individuals, businesses, and society.
6	SS.EC.1.6- 8.MdC. Explain how external benefits and costs influence choices.
6, 7	SS.EC.1.6- 8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
6	SS.EC.2.6- 8.LC. Analyze the role of innovation and entrepreneurship in a market economy.

6	SS.EC.2.6- 8.MdC. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy
7, 8	SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
6, 8	SS.EC.3.6-8.LC. Explain why standards of living increase as productivity improves.
6	SS.EC.3.6-8.MdC. Explain barriers to trade and how those barriers influence trade among nations.
7	SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.
6	SS.EC.FL.1.6- 8.LC.Analyze the relationship between skills, education, jobs, and income.
8	SS.EC.FL.1.6- 8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.
8	SS.EC.FL.1.6- 8.MC. Describe the connection between credit, credit options, interest, and credit history.
8	SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving
6, 8	SS.gEC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks) , and income/wealth
7	SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance, and costs.
	Geography
7	SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.
6, 7	SS.G.1.6- 8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
7	SS.G.1.6- 8.MC. Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
6	SS.G.2.6- 8.LC. Explain how humans and their environment affect one another.
6	SS.G.2.6- 8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.
7	SS.G.2.6- 8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
8	SS.G.3.6- 8.LC. Explain how environmental characteristics impact human migration and settlement.
6, 8	SS.G.3.6- 8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
7	SS.G.3.6- 8.MC. Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation.
7	SS.G.4.6- 8.LC. Identify how cultural and environmental characteristics vary among regions of the world.
7	SS.G.4.6- 8.MdC. Explain how global changes in population distribution patterns affect changes in land use.
7	SS.G.4.6- 8.MC. Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.
	History
6, 8	SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.
7, 8	SS.H.1.6- 8.MdC. Analyze connections among events and developments in broader historical contexts
8	SS.H.1.6- 8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

6, 8	SS.H.2.6- 8.LC. Explain how and why perspectives of people have changed over time.
8	SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.
8	SS.H.2.6- 8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.
6, 8	SS.H.3.6- 8.LC. Classify the kinds of historical sources used in a secondary interpretation
8	SS.H.3.6- 8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
6	SS.H.3.6- 8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created. 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.
6, 7, 8	SS.H.3.6- 8.LC. Explain multiple causes and effects of historical events (8th).
8	SS.H.3.6- 8.MdC. Compare the central historical arguments in secondary works across multiple media.
8	SS.H.4.6- 8.MC. Organize applicable evidence into a coherent argument about the past.

Common Core Standards Coverage

Reading Standards for Literacy	
6, 7, 8	RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
6, 7, 8	RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6	RH3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
6, 7, 8	RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6, 7, 8	RH5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
7, 8	RH6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6, 7, 8	RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6, 7, 8	RH8. Distinguish among fact, opinion, and reasoned judgment in a text.
6, 7, 8	RH9. Analyze the relationship between a primary and secondary source on the same topic.
7	RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
Writing Standards for Literacy	
6, 7, 8	<p>WH1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

6, 7, 8	WH2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	3. Not Applicable
6, 7, 8	WH4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7, 8	WH5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6, 7, 8	WH6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
6, 7, 8	WH7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6, 7, 8	WH8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6, 7, 8	WH9. Draw evidence from informational texts to support analysis, reflection, and research.
6, 7, 8	WH10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

District 109 Writing Expectations

District 109 Writing Expectations	
6, 7, 8	Informative LDC Prompt (one per year per grade)
6, 7, 8	Argumentative LDC Prompt (one per year per grade)

Illinois Learning Standards Social Science Mandates

Required Elementary Mandates	
6, 8	(Required) African American History
6, 7, 8	(Required) Civics and Patriotism
6, 7, 8	(Required) History of United States
8	(Required) Holocaust and Genocide Study
6, 8	(Required) Study of the History of Women

SIXTH GRADE CURRICULUM MAP

UNIT NAME AND ESSENTIAL QUESTIONS	INQUIRY SKILLS	DISCIPLINARY CONTENT	COMMUNICATING CONCLUSIONS
<p style="text-align: center;">Social Studies Skills (2 Weeks)</p> <p>How does an understanding of basic skills lead to a better understanding of Social Studies?</p>	SS.IS.4.6-8.LC. (all grades) Determine the value of sources by evaluating their relevance and intended use.	SS.H.3.6- 8.LC. Classify the kinds of historical sources used in a secondary interpretation	RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
			RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
			RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
<p style="text-align: center;">Constitution (10-12 weeks)</p> <p>What is the role of the national government in relation to the states?</p> <p>What were the issues with the Articles of Confederation?</p> <p>Why did our founding fathers believe the Articles of Confederation needed revision?</p> <p>How does the Constitution support the ideals in the Declaration of Independence?</p>		SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).	RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
		SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.CV.2.6- 8.MdC Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.	RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

		SS.CV.4.6- 8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	
		SS.CV.4.6-8.LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	

<p align="center">Civil War (10-12 weeks)</p> <p>Did changes in the young nation open the door to opportunity for all Americans?</p> <p>Was the Civil War inevitable?</p> <p>How did the Civil War affect the United States and its people?</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.CV.5.6-8LC. Apply civic virtues and democratic principles in school and community settings.	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.	SS.EC.1.6- 8.MdC. Explain how external benefits and costs influence choices.	RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
	SS.IS.5.6-8.LC. 6th and 7th Appropriately cite all sources utilized.	SS.EC.1.6- 8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	WH.6-8.1. Write arguments focused on discipline-specific content.

		SS.EC.3.6-8.MdC. Explain barriers to trade and how those barriers influence trade among nations.	WH.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
		SS.G.1.6- 8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	WH.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.	WH.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
		SS.H.4.6- 8.LC. Explain multiple causes and effects of historical events.	WH.6-8.8 Gather information from multiple print and digital sources, using search terms effectively; assess credibility and accuracy of sources and quote or paraphrase data and conclusions of others. Avoid plagiarism and follow a standard format for citation
		SS.H.3.6- 8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created. 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.	WH.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

<p style="text-align: center;">Reconstruction (2-3 Weeks)</p> <p>How was the nation's commitment to its founding ideals tested during Reconstruction?</p> <p>How did the Jim Crow laws emerge and change southern society?</p>		SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth	RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
		SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

<p style="text-align: center;">Westward Expansion (2 Weeks)</p> <p>What opportunities and conflicts emerged as Americans moved westward?</p> <p>In what ways does assimilation benefit a nation?</p>		SS.CV.4.6-8.LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
		SS.EC.2.6- 8.LC. Analyze the role of innovation and entrepreneurship in a market economy.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.G.2.6- 8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.	WH.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

		SS.G.3.6- 8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	WH.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		SS.H.3.6- 8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created. 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.	WH.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			WH.6-8.8 Gather information from multiple print and digital sources, using search terms effectively; assess credibility and accuracy of sources and quote or paraphrase data and conclusions of others. Avoid plagiarism and follow a standard format for citation
			WH.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Industrialization & Immigration (4 Weeks)		SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect	RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
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<p>In what ways was the rise of industry positive for the United States and its people?</p> <p>What was it like to be an immigrant to the United States around the turn of the last century?</p>		rights.	
		SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
		SS.EC.2.6- 8.LC. Analyze the role of innovation and entrepreneurship in a market economy.	
		SS.EC.2.6- 8.MdC. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy	
		SS.EC.FL.1.6- 8.LC. Analyze the relationship between skills, education, jobs, and income.	

<p>Progressives (2 Weeks)</p> <p>What social, political, and environmental changes did Americans face at the turn of the century?</p> <p>Who were the Progressives and how did they address the problems they saw?</p>	SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.CV.4.6-8.LC. Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
		SS.H.2.6- 8.LC. Explain how and why perspectives of people have changed over time	

		SS.CV.6.6-8.LC. Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	
		SS.EC.2.6- 8.MdC. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy	

SEVENTH GRADE CURRICULUM MAP

UNIT NAME AND ESSENTIAL QUESTIONS	INQUIRY SKILLS	DISCIPLINARY CONTENT	COMMUNICATING CONCLUSIONS
8 Traits of Culture (10 weeks) History Shapes the Present How do historical events shape nations? Traits How do the variations of the traits of civilization affect nations?	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.CV.1.6- 8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives	RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.G.2.6- 8.MC. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.	SS.G.4.6- 8.LC. Identify how cultural and environmental characteristics vary among regions of the world.	RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			SS.CV.4.6-8.MC. Critique

		deliberative processes used by a wide variety of groups in various settings,	secondary source on the same topic.
			RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
			WH2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			WH4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			WH5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
			WH6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
			WH7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			WH8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
			WH9. Draw evidence from informational texts to support analysis reflection, and research.
			WH10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
			CCSS.ELA-LITERACY.SL.7.1

			Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
			CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<p style="text-align: center;">Global Resources (3 weeks)</p> <p>How do resources affect decision making around the world?</p> <p>What are the intended and unintended consequences of decision making around the world?</p> <p>How do resources affect decision making around the world?</p> <p>What are the intended and unintended consequences of decision making around the world?</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.EC.1.6- 8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.CV.4.6-8.MC. Critique deliberative processes used by a wide variety of groups in various settings.	RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.	SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		SS.G.1.6-8.LC. Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.	RH5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
		SS.G.1.6- 8.MdC. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural	RH6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

		characteristics.	
		SS.G.3.6- 8.MC. Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation.	RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		SS.G.4.6- 8.MdC. Explain how global changes in population distribution patterns affect changes in land use.	RH8. Distinguish among fact, opinion, and reasoned judgment in a text.
			RH9. Analyze the relationship between a primary and secondary source on the same topic.
			RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
			WH2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			WH4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			WH5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
			WH6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
			WH7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			WH8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions

			of others while avoiding plagiarism and following a standard format for citation.
			WH9. Draw evidence from informational texts to support analysis reflection, and research.
			WH10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
			CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
			CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<p style="text-align: center;">Argumentation (6-8 weeks)</p> <p>Research, comprehend, and analyze a complex topic</p> <p>Defend a position acknowledging all sides of an argument using logical and reliable evidence.</p> <p>How are we affected by other people's choices? (Why learn about all sides of an argument?)</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.		WH1. Write arguments focused on discipline-specific content.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.		SS.CV.2.6- 8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.		RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
			RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
			RH4. Determine the meaning of words and phrases

			as they are used in a text, including vocabulary specific to domains related to history/social studies.
			RH6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			RH8. Distinguish among fact, opinion, and reasoned judgment in a text.
			WH4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			WH5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
			WH6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
			WH7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			WH8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
			WH9. Draw evidence from informational texts to support analysis, reflection, and research.
			WH10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

			audiences.
			CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
			CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<p align="center">Government (3 weeks)</p> <p>How are government policies made within a society?</p> <p>How do different forms of government impact the civil liberties of its people?</p> <p>How do events shape government policy?</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.CV.2.6- 8.MdC. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government	CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.CV.2.6-8.MC. Analyze the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.	CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.		
	SS.IS.4.6-8.LC. Determine the value of sources by evaluating their relevance and intended use.		
	SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.		

<p>Economics / Reality 101 (3 weeks)</p> <p>How does globalization affect a society?</p> <p>How do economics affect personal choice?</p> <p>How do personal choices affect economics?</p>		SS.EC.1.6- 8.MC. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
		SS.EC.3.6-8.MC. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.	
		SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance, and costs.	
		SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance, and costs.	

<p>Belief Systems/ Extremism (7 weeks)</p> <p>How are religions similar yet different?</p> <p>How can religions shape society?</p> <p>How is religion used to defend good and evil?</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.		RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.		RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.		RH3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	SS.H.3.6- 8.LC. Explain multiple		RH4. Determine the meaning of words and phrases

	causes and effects of historical events (8th).		as they are used in a text, including vocabulary specific to domains related to history/social studies.
			RH6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			RH8. Distinguish among fact, opinion, and reasoned judgment in a text.
			RH9. Analyze the relationship between a primary and secondary source on the same topic.
			RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<p style="text-align: center;">Human Rights (6 weeks)</p> <p>Are all people entitled to human rights at all times?</p> <p>How are different groups affected by human rights policies?</p>	SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.	SS.CV.2.6-8LC. Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	RH1. Cite specific textual evidence to support analysis of primary and secondary sources.
	SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.	SS.G.3.6- 8.MC. Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation.	RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.		RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
			RH5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
			RH6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

			RH8. Distinguish among fact, opinion, and reasoned judgment in a text.
			RH9. Analyze the relationship between a primary and secondary source on the same topic.
			RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
			WH2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			WH4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			WH5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
			WH6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
			WH7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
			WH8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
			WH9. Draw evidence from informational texts to support analysis reflection, and research.
		WH10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	

		audiences.
		CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

EIGHTH GRADE CURRICULUM MAP

UNIT NAME AND ESSENTIAL QUESTIONS	INQUIRY SKILLS	DISCIPLINARY CONTENT	COMMUNICATING CONCLUSIONS
<p style="text-align: center;">U.S. Foreign Policy (3 weeks)</p> <p>What are the current foreign policy issues facing America?</p> <p>What foreign policy styles has the U.S. used during its history?</p> <p>What questions must you ask yourself when evaluating a source?</p>	SS.IS.5.6-8.LC. Appropriately cite all sources utilized.	SS.H.3.6-8.LC. Explain multiple causes and effects of historical events.	SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
	SS.IS.5.6-8.MdC Identify evidence from multiple sources to support claims, noting its limitations	SS.H.1.6-8.LC. Classify series of historical events & developments as examples of change and/or continuity.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SS.IS.4.6-8.MdC. Determine the value of sources by evaluating their relevance and intended use.	SS.H.3.6- 8.LC. Classify the kinds of historical sources used in a secondary interpretation	
	SS.IS.4.6-8.LC. Determine credibility of sources based upon their origin, authority, and context.	SS.H.3.6- 8.MdC. Detect possible limitations in the historical record based on evidence collected from	

		different kinds of historical sources	
<p>Reality 201 (multiple days)</p> <p>What are the basics of the stock market?</p>	<p>WH.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks) , and income/wealth.</p>	<p>SL.8.4 Present claims and findings,emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>World War I (3 weeks)</p> <p>What caused WWI?</p> <p>Why did the U.S. enter WWI?</p> <p>How did propaganda shape the public's opinion of the war?</p> <p>Does the Versailles Treaty haunt us today? (Teacher/Student-generated prompt- example Christmas Truce)</p>	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other</p>	<p>SS.H.3.6-8.LC. Explain multiple causes and effects of historical events.</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
	<p>SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.</p>	<p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, & the developments they shaped, are seen as historically significant.</p>	<p>SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p>
	<p>SS.IS.5.6-8.LC. Appropriately cite all sources utilized.</p>	<p>SS.H.3.6- 8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</p>	
	<p>CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SS.H.2.6- 8.LC. Explain how and why perspectives of people have changed over time</p>	
		RH.6-8.4. Determine the	

		meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
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<p style="text-align: center;">Roaring Twenties (2-3 weeks)</p> <p>How did American culture reflect our changing society?</p>	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p>	<p>SS.H.1.6- 8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
	<p>WH.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SS.EC.FL.1.6- 8.MC. Describe the connection between credit, credit options, interest, and credit history.</p>	
		<p>SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras</p>	
		<p>SS.G.3.6- 8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	
		<p>SS.H.2.6- 8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created</p>	

<p style="text-align: center;">Argumentative Essay (1 week)</p> <p>Student Generated Question</p>	<p>SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.</p>	<p>SS.H.1.6- 8.MdC. Analyze connections among events and developments in broader historical contexts.</p>	<p>WH..6-8.1. Write arguments focused on discipline-specific content. A-E</p>
	<p>SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.</p>		
	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p>		
	<p>SS.IS.5.6-8.LC. Appropriately cite all sources utilized.</p> <p>SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).</p>		
<p style="text-align: center;">Veterans Day (multiple days)</p> <p>What is the significance of Veterans Day?</p>	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p>	<p>SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>WH. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p style="text-align: center;">Great Depression (2-3 weeks)</p> <p>What caused the Great Depression?</p> <p>What was the impact of the Depression on society?</p> <p>How did the government respond?</p>	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p> <p>SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address</p>	<p>SS.H.3.6-8.LC. Explain multiple causes and effects of historical events.</p> <p>SS.EC.2.6-8.MC. Explain how changes in supply and demand cause changes in prices and</p>	<p>SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p> <p>WH.6-8. 9 Draw evidence from informational texts to support analysis reflection, and research.</p>

What were the pros and cons of the New Deal?	it.	quantities of goods and services, labor, credit, and foreign currencies.	
		SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving	SS.H.4.6- 8.MC. Organize applicable evidence into a coherent argument about the past.
		SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
		SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.	
		SS.G.2.6- 8.LC. Explain how humans and their environment affect one another.	
		SS.G.3.6- 8.LC. Explain how environmental characteristics impact human migration and settlement.	
		SS.H.1.6- 8.LC. Classify series of historical events and developments as examples of change and/or continuity.	

<p style="text-align: center;">WWII (4 weeks)</p> <p style="text-align: center;">What are the roots of WWII?</p> <p>How did America move from isolationism to involvement?</p> <p style="text-align: center;">What were people's varied experiences during the war?</p> <p>How did the Axis take over much of the world and how did the Allies defeat them?</p> <p>In war, do the ends ever justify the means?</p>	<p>SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.</p>	<p>SS.H.1.6- 8.MdC. Analyze connections among events and developments in broader historical contexts. SS.H.3.6-8.LC. Explain multiple causes and effects of historical events.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p>	<p>SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras</p>	<p>SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p>
	<p>WH.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SS.H.1.6- 8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SS.H.4.6- 8.MC. Organize applicable evidence into a coherent argument about the past.</p>
		<p>SS.H.3.6- 8.MdC. Compare the central historical arguments in secondary works across multiple media.</p>	
		<p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	
<p style="text-align: center;">Holocaust and Genocide Studies (3-4 weeks)</p> <p style="text-align: center;">What caused the Holocaust?</p>	<p>SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context.</p>	<p>SS.H.1.6- 8.MdC. Analyze connections among events and developments in broader historical contexts.</p>	<p>WH.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p>

<p>What was the “Final Solution?”</p> <p>Why did some people choose to be upstanders while others chose to be bystanders?</p> <p>How did the world punish those responsible for the Holocaust?</p> <p>Has the world learned the meaning of the phrase, “Never again?”</p>	<p>SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	<p>SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
		<p>SS.H.3.6- 8.LC. Explain multiple causes and effects of historical events.</p>	<p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
		<p>SS.H.1.6- 8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	
		<p>SS.CV.3.6- 8.MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	
		<p>SS.H.4.6- 8.MC. Organize applicable evidence into a coherent argument about the past.</p>	
		<p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, & the developments they shaped, are seen as historically significant.</p>	

	<p>SS.IS.1.6-8. Create essential questions to</p>	<p>SS.H.1.6- 8.MC. Use questions generated</p>	<p>WH.6-8.2. Write informative/explanatory texts, including the narration of historical events,</p>
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<p align="center">Informational/ Explanatory Research Paper</p> <p>Holocaust/Genocide or other 20th Century Topic Research Paper (student generated question)</p>	<p>help guide inquiry about a topic.</p>	<p>about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>scientific procedures/ experiments, or technical processes. A-F</p>
	<p>SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.</p>		
	<p>WH.6-8.8.. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		

<p align="center">Post WWII through the Fifties (3 weeks)</p> <p>To what extent did lifestyles change for some Americans, but not for others, during this era?</p> <p>How did the Red Scare manifest itself in this era?</p> <p>What impact did the “Baby Boomers” have on the U.S., both in the 50s and today?</p> <p>How did the car, interstate highways, television, and suburban life transform America?</p>	<p>SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.</p>	<p>SS.G.3.6- 8.MdC. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	<p>SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.</p>
		<p>SS.CV.3.6-8.MdC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
		<p>SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical</p>	

		eras.	
		SS.H.3.6- 8.LC. Explain multiple causes and effects of historical events.	

<p>Cold War (4 weeks)</p> <p>What exactly is the “Cold War” and how does it get fought?</p> <p>How accurately does the metaphor of a “race” describe U.S.-Soviet relations in the Cold War?</p> <p>Should the U.S. make foreign policy deals with leaders who don’t respect their citizens’ rights?</p> <p>To what extent have the fall of the Berlin Wall and the breakup of the Soviet Union impacted your world?</p>	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.H.3.6- 8.LC. Explain multiple causes and effects of historical events.	SS.H.4.6- 8.MC. Organize applicable evidence into a coherent argument about the past.
	SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.	SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	CCSS.ELA-LITERACY.RH.6-8.6 . Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	SS.H.1.6- 8.MdC. Analyze connections among events and developments in broader historical contexts.	SS.CV.5.6- 8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
			SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<p>Vietnam (1-2 weeks)</p> <p>Vietnam Topic Research (student generated question)</p>	WH.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and	SS.H.1.6- 8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped,	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye
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What lessons did we learn from Vietnam?	generating additional related, focused questions that allow for multiple avenues of exploration.	are seen as historically significant.	contact, adequate volume, and clear pronunciation.
		SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.	SS.IS.6.6-8.MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
		SS.CV.1.6- 8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	CCSS.ELA-LITERACY.RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p style="text-align: center;">Civil Rights (3 weeks)</p> <p>What philosophies and strategies did the Civil Rights movement use against Jim Crow?</p> <p>How did ordinary people do extraordinary things to advance the cause of civil rights?</p> <p>How do Malcolm X's views compare and contrast to those of Dr. King?</p>	SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.H.2.6- 8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.H.1.6- 8.LC. Classify a series of historical events and developments as examples of change and/or continuity.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		SS.CV.3.6-8.MdC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	