

Select a Course:	Social Studies Grade 8
Teacher:	CORE Social Studies Grade 8
Course:	Social Studies Grade 8
Year:	2016-17
Months:	- All -

August	<p> Grade 8 SS Early 1900s Immigration / Industrialism / Progressive Era</p>				
	<p>Enduring Understandings ✕</p> <ul style="list-style-type: none"> Monopolies can be an abuse of economic power. The change from an agrarian culture to an industrial one affects American life. America is a mosaic of different cultures. There are various push and pull factors that force people to immigrate. Citizens can have an active role in bringing about social change. Government can play a role in impacting our lives. 	<p>Essential Questions ✕</p> <ul style="list-style-type: none"> Are monopolies good for an economy? How did the growth of industry affect American life? How are a variety of cultures reflected in American life? Why do people decide to immigrate? How do we bring about social justice? How do changes in government policy impact our lives? What role do citizens play in bringing about social change? 	<p>Standards ✕</p> <p>SS.CV.1.6-8.LC.1 - Civic and Political Institutions ~ Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).</p> <p>SS.CV.1.6-8.LC.4 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p> <p>SS.EC.1.6-8.LC.2 - Exchange and Markets ~ Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>Knowledge & Skills ✕</p> <ul style="list-style-type: none"> The students will be able to recognize the causes why people immigrate. The students will be able to explain the growth of industry. The students will be able to identify major progressive movements and their affect on society. 	<p>Academic Language ✕</p> <ul style="list-style-type: none"> acculturation push/pull factor urbanization muckraker progressive suffrage
September	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>				
October	<p> Grade 8 SS Imperialism</p>				
	<p>Enduring Understandings ✕</p> <ul style="list-style-type: none"> America has world influence. There are limited 	<p>Essential Questions ✕</p> <ul style="list-style-type: none"> Is America an empire? Why do nations 	<p>Standards ✕</p> <p>SS.CV.3.6-8.MC.1 - Civic and Political Institutions ~ Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p>	<p>Knowledge & Skills ✕</p> <ul style="list-style-type: none"> The students will be able to identify the causes of imperialism. 	<p>Academic Language ✕</p> <ul style="list-style-type: none"> isolationism imperialism

<p>resources and some nations desire power.</p> <p> Geography affects events.</p>	<p>desire to control other nations?</p> <p> What role does geography play in significant events?</p>	<p>SS.G.3.6-8.MC.2 - Human Population ~ Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p> Use maps, tables, graphs, charts, and diagrams to depict the geographic implications of world events.</p> <p> The students will be able to interpret and create and editorial cartoon.</p>	<p> yellow journalism</p> <p> dollar diplomacy</p> <p> moral diplomacy</p> <p> "big stick" diplomacy</p>
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Grade 8 SS World War I

November	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p> There are causes for war.</p> <p> War can cause more war.</p> <p> Countries have reasons to form alliances.</p> <p> Geography affects events.</p>	<p> Can there be a war to end all wars?</p> <p> What role does geography play in significant events?</p> <p> Why do nations go to war?</p> <p> Why do countries form alliances?</p>	<p>SS.G.2.6-8.MdC.3 - Geographic Representations Human-Environment Interaction Population ~ 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.MdC.1 - Change, Continuity, and Context ~ Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.2.6-8.MdC.2 - Perspectives ~ Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>SS.H.2.6-8.MdC.3 - Historical Sources and Evidence ~ Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.2.6-8.MdC.4 - Causation and Argumentation ~ Compare the central historical arguments in secondary works across multiple media.</p>	<p> The students will be able to identify the causes of war.</p> <p> The students will be able to identify techniques of propoganda and its influence on people.</p>	<p> Militarism</p> <p> Alliances</p> <p> Nationalism</p> <p> Propaganda</p> <p> Draft</p> <p> Armistice</p> <p> Mobilization</p>

Grade 8 SS 1920's

December	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p> Societal change is constant.</p> <p> Government regulation of behavior is difficult.</p> <p> Individuals are responsible for their own fiscal security.</p>	<p> How does a person's role in society change?</p> <p> Can government control behavior?</p> <p> Do individuals have a responsibility for their own fiscal security?</p>	<p>SS.CV.1.6-8.LC.3 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.1.6-8.LC.4 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>	<p> The students will be able to analyze the potential impact of current events on the price of consumer goods and services.</p> <p> The students will be able to evaluate credibility of internet sources.</p> <p> The students will</p>	<p> Prohibition</p> <p> Scopes Trial</p> <p> Capitalism</p> <p> Stock</p> <p> on margain</p>

			<p>SS.EC.FL.1.6-8.LC.1 - Financial Literacy ~ Analyze the relationship between skills, education, jobs, and income.</p> <p>SS.EC.FL.1.6-8.LC.2 - Financial Literacy ~ Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p>	<p>be able to cite their sources in a works cited document.</p>	
January	Grade 8 SS Great Depression				
	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
	<ul style="list-style-type: none"> Capitalism needs checks and balances. People have differing views about what the government owes us. Money provides influence. Multiple factors cause historical events. Countries have reasons to form alliances. 	<ul style="list-style-type: none"> Does capitalism work? Is money power? How do significant historical events have multiple causes? What does the government owe us? 	<p>SS.CV.1.6-8.LC.5 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Apply civic virtues and democratic principles in school and community settings.</p> <p>SS.CV.1.6-8.LC.6 - Processes, Rules, and Laws ~ Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p> <p>SS.EC.1.6-8.LC.1 - Economic Decision Making ~ Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>SS.EC.1.6-8.LC.3 - The National and Global Economy ~ Explain why standards of living increase as productivity improves.</p> <p>SS.H.1.6-8.LC.1 - Change, Continuity, and Context ~ Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.LC.4 - Causation and Argumentation ~ Explain multiple causes and effects of historical events.</p>	<ul style="list-style-type: none"> The students will be able to provide examples of government policy that affects the economy. The students will be able to understand the effects humans have on the environment. The students will be able to understand different aspects of financial literacy. 	<ul style="list-style-type: none"> Great Depression Bankrupt New Deal Dust Bowl Social Security Act National Debt Recession Free Market Enterprise System
February	Grade 8 SS World War II				
	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
	<ul style="list-style-type: none"> People sometimes do the wrong thing. Mankind struggles to contain the horror of war. Countries have reasons to form alliances. Geography affect events. 	<ul style="list-style-type: none"> Why would citizens follow authority? What should the rules of war be? What role does geography play in significant events? 	<p>SS.H.1.6-8.LC.4 - Causation and Argumentation ~ Explain multiple causes and effects of historical events.</p> <p>SS.G.1.6-8.LC.1 - Geographic Representations Human-Environment Interaction ~ Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.</p> <p>SS.G.1.6-8.LC.2 - Human Population ~ Explain how humans and their environment affect one another.</p>	<ul style="list-style-type: none"> The students will be able to understand why citizens follow different types of authority. The students will be able to argue, using examples from history, what the rules of war should be. The students will be able to explain the causes and outcomes of World War II. 	<ul style="list-style-type: none"> Rascism Totalitarianism Communism Socialism Nazi Concentration Camp D-Day

				<p> The students will be able to explain why countries form alliances.</p>
March	<p> Grade 8 SS Genocide</p>			
	<p>Enduring Understandings ✕</p> <p> Even a civilized nation can carry out genocide.</p> <p> People have choice.</p>	<p>Essential Questions ✕</p> <p> How can a civilized nation carry out genocide?</p> <p> Why is there evil in the world?</p>	<p>Standards ✕</p> <p>SS.G.1.6-8.LC.2 - Human Population ~ Explain how humans and their environment affect one another.</p> <p>SS.H.1.6-8.LC.1 - Change, Continuity, and Context ~ Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.LC.2 - Perspectives ~ Explain how and why perspectives of people have changed over time.</p> <p>SS.H.1.6-8.LC.4 - Causation and Argumentation ~ Explain multiple causes and effects of historical events.</p>	<p>Knowledge & Skills ✕</p> <p> The students will be able to explain the role of an upstander.</p> <p> The students will be able to explain the stages of genocide.</p> <p> The students will understand that genocides occur around the world and even today.</p>
April	<p> Grade 8 SS Cold War</p>			
	<p>Enduring Understandings ✕</p> <p> The United States made decisions that affected the world, the country, and individual people.</p>	<p>Essential Questions ✕</p> <p> Should the United States be condemned or praised for its actions during the Cold War Era?</p>	<p>Standards ✕</p> <p>SS.G.1.6-8.LC.4 - Global Interconnections ~ Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>SS.H.1.6-8.LC.1 - Change, Continuity, and Context ~ Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.LC.2 - Perspectives ~ Explain how and why perspectives of people have changed over time.</p> <p>SS.H.1.6-8.LC.3 - Historical Sources and Evidence ~ Classify the kinds of historical sources used in a secondary interpretation.</p>	<p>Knowledge & Skills ✕</p> <p> The students will be able to explain U.S. policy with regards to communism.</p> <p> The students will be able to explain the United States' role as a Superpower during the Cold War.</p>
April	<p> Grade 8 SS Civil Rights</p>			
	<p>Enduring Understandings ✕</p> <p> People need to take political action to gain equality for all.</p> <p> There are several reasons groups of people seek power.</p>	<p>Essential Questions ✕</p> <p> How do various and diverse groups work to acquire equal rights?</p> <p> Why do some groups feel the need to bully other groups?</p>	<p>Standards ✕</p> <p>SS.CV.1.6-8.LC.3 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.1.6-8.LC.4 - Participation and Deliberation: Applying Civic Virtues and</p>	<p>Knowledge & Skills ✕</p> <p> The students will be able to explain different philosophies and actions to obtain civil rights.</p> <p> The students should be able to</p>

	<p> Sometimes civil disobedience is needed.</p>	<p> When is it right to break the law?</p>	<p>Democratic Principles ~ Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p> <p>SS.CV.1.6-8.LC.5 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Apply civic virtues and democratic principles in school and community settings.</p> <p>SS.G.1.6-8.LC.2 - Human Population ~ Explain how humans and their environment affect one another.</p>	<p>identify minority groups whose rights have been infringed upon.</p>	<p> Civil Disobedience</p>
May	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>✕ Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
June	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>✕ Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
July	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>✕ Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>