

Social Studies Grade 8

How to read this document:

This curriculum map outlines, for each grade, the topics students will explore. The Common Core State Standards and the College Career and Civic Life Framework inform learning experiences planned for students so that they can acquiring a set of important understandings and skills that equip them in the disciplines of social scientists. The understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

The Standards referenced include the Illinois Social Science Standards from the Illinois State Board of Education, as well as the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS. Alignment with the College Career and Civic life standards positions this work to correlate to the new Illinois Social Science Standards that are effective in the 2017-2018 school year.

ISBE Message

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. On December 16, 2015, the Illinois State Board of Education (ISBE) adopted amendments to rules governing Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), which included the new Social Science Standards. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.

Trimester

Topic / Unit	Focus Standards	Enduring Understanding	Assessment(s) / Product(s)
This is the subject that the students will learn about.	Focus Standards are the skills that students will learn and apply while studying the topic of this unit.	Enduring Understandings are the big ideas that students should understand by the end of the unit.	Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.

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Trimester 1

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 6-7 American Urbanization 25 Lessons	16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.	America has a unique economic system that is rooted in our core documents, values and ideals.	<u>Written Assessment:</u> Respond to Essential Questions: <ul style="list-style-type: none"> ● What is the American way of economy and where does it come from? ● How did industrialization change the American way of life? ● What fueled America's progress (e.g., economic, social)? ● What came with America's progress? ● How did progress challenge ideas about who is American?
	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy	Technological innovation, increased access to resources (e.g. materials, labor)	
	D2.Eco.1.6-8. Explain how economic decisions affect the wellbeing of individuals, businesses, and society.	Industrialization changed where and how people lived, worked, and interacted. Immigration, capitalism, and changing ideals fueled America's progress. With America's progress came social and economic growth and problems. <ul style="list-style-type: none"> · Progress challenged existing perceptions (e.g., social norms) of who is American. 	
Unit 8 The Nation Steps Out on the World Stage	16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.	Competing and expanding interests provoked the U.S. to become a player on the world stage.	<u>Written Assessment:</u> Respond to Essential Questions <ul style="list-style-type: none"> ● When and why did the U.S. step out onto the world stage? ● What changed when the U.S. stepped out onto the world stage?
	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.	U.S. borders, policies, and sphere of influence changed in response to competing and expanding interests.	
	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	U.S. involvement on the world stage created the need for domestic support.	

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Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
The Nation Booms and Busts - Unit 9	D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	Time, consumption, and production have influenced the cycle of the American economy.	<p><u>Performance-Based Task:</u> Grade 8 Performance Task Assessment</p> <p><u>Written Assessment:</u> Respond to Essential Questions:</p> <ul style="list-style-type: none"> ● What fueled America’s prosperity- and what happened as a result? ● What “balances” the American economy - and what happens when it’s “imbalanced”? ● What divided Americans (in the early 20th century)- and what happened as a result?
	D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	Periods of prosperity in America’s history have often been followed by periods of austerity.	
	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	The American economy depends on the stability of the relationship between consumers, producers, and government. Competing ideals caused conflict between Americans with traditional beliefs and those with modern views (i.e., about religion, politics, economics).	
The Nation Goes to War - Unit 10	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.	When compromise is ineffective, conflict can lead to war (e.g. WWII).	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● When has international conflict led to war for the U.S. (e.g., WWII) ● How did World War II affect our nation? (What were the costs and benefits?) ● What’s the human cost of conflict (e.g. WWII)?
	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	WWII affected the nation’s population, economy, domestic and foreign policies in both positive and negative ways.	
	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	The human cost of conflict (e.g. WWII) is immeasurable	

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Trimester 3

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
The Nation As A Superpower - Unit 11	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	<p>A “superpower” is a country that uses its economic and political strength to influence international events and protect its interests.</p> <p>Our nation has used multiple strategies to limit the influence of political and economic ideologies different from our own.</p>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● How does a “superpower” direct the world stage? ● How has our nation interacted with countries and ideologies that are <i>different</i> from our own?
	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.		
	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.		
The Nation Unsettles - Unit 12	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.	<p>Our country’s founding documents and history shape an ongoing debate over the rights of “Americans.”</p> <p>Our country has struggled with recognizing and securing the rights of <u>all</u> Americans.</p> <p>The Civil Rights movement forced change (e.g., legal, social/cultural) through leadership, public protest, and government intervention.</p>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● Who/what shapes the rights of Americans? ● How successful has our country been in upholding the rights of all Americans? ● How did the Civil Rights movement force change?
	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.6.6-8 Describe the roles of political, civil, and economic organizations in shaping people’s lives.		
	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues		

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	and problems in government and civil society.	
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Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
The Nation Now and in the Future	D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<p>Technological innovation (e.g., the Internet) changed the way America interacted with the world.</p> <p>America strives to remain competitive as the global economy becomes increasingly interdependent.</p> <p>America continues to expand/sustain its sphere of influence.</p>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> ● How has America’s role on the world stage changed? ● What are America’s next challenges? ● Have we become the nation we set out to be—for ourselves and our posterity?
	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.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media		

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