



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

Grade: 8	Subject: Social Studies	Trimester: 1
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Common Core State Standards	Specific Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
Unit: The Gilded Age SS.6-8.EC.1.: Explain how economic decisions affect the wellbeing of individuals, businesses, and society. SS.6-8.EC.2: Explain how external benefits and costs influence choices. SS.6-8.EC.4: Analyze the role of innovation and entrepreneurship in a market economy. SS.6-8.EC.5: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. SS.6-8.EC.6: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. SS.6-8.EC.FL.13: Explain the correlation among investors, investment	Students will explain how labor unions grew in response to the rise of big business in the late 1800s. Students will explain how the influx of immigrants in the late 1800s/early 1900s influenced the labor market. Students will be able to identify the terms: supply, demand, surplus, deficit, market clearing price; and explain how supply and demand effects prices. Students will be able to summarize the history of Asian immigration and describe the discrimination they faced and their importance to the forming of the U.S. economy.	In class activities Section quizzes Unit Test

options (and associated risks), and income/wealth. State of Illinois Mandates: Labor Unions; Asian American History		
SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting any limitations of the evidence.. SS.IS.5.6-8.MC: Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both. SS.H.4.6-8.MC: Organize and critique applicable evidence into a coherent argument about the past. SS.IS.5.6-8.LC: Appropriately cite all sources utilized. 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. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. Common Core SS Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students will develop a claim and counterclaim in response to a writing prompt. Students will write an argumentative essay using evidence from primary sources.	Argumentative DBQ essay answering the question: Were the business giants like Andrew Carnegie and John D. Rockefeller “robber barons” or “captains of industry”?
Unit 2: Theodore Roosevelt & the Progressive Era	Students will explain how government policy affects the American economy.	In class activities Section quizzes Unit Test

SS.6-8.EC.1.LC.: Explain how economic decisions affect the wellbeing of individuals, businesses, and society. SS.6-8.CV2.MCa: Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people. SS.6-8.CV.3.MdC. Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights. SS.6-8.G.2: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	Students will explain how both government corruption and the stratification between rich and poor led to the rise of the Progressive Movement. Students will explain how policies of imperialism led to American military intervention in various countries.	
Unit: Inquiry Developing Questions and Planning Inquiries SS.IS.1.6-8: Create essential questions that consider multiple perspectives to help guide inquiry about a topic. SS.IS.2.6-8: Ask essential and focusing questions that consider multiple perspectives and will lead to independent research. SS.IS.3.6-8: Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	Students will develop a research question and conduct research to answer that question.	Google Slideshow presenting the results of research and answering the research question.
Unit: Social Movements of the Early 20th Century	Students will compare the philosophies of Booker T. Washington and W.E.B. Du Bois.	In class activities Section quizzes

SS.6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups. SS.6-8.CV.5.MdC: Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws. State of Illinois Mandate: African American History, Women's History	Students will understand how various groups were discriminated against in the first part of the 20th Century. Students will be able to explain how women got the right to vote. Students will be able to describe how the temperance movement lead to Prohibition. Students will be able to describe how the Great Migration lead to the Harlem Renaissance.	Claim / Evidence / Reasoning writing assessment: Which person's method of getting better rights for African Americans do you agree (Booker T. Washington or W.E.B. Du Bois) with and why?
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Grade: 8	Subject: Social Studies	Trimester: 2
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Common Core State Standards	Specific Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
Unit: WWI & the Great Depression WWI: WWI SS.6-8.H.4.LC. Describe the differences between correlation and causation in	Students will be able to explain the causes of WWI. Students will be able to describe how the use of propaganda helped gain support for the war in the U.S.	In class activities Section quizzes Unit test (over WWI) Claim / Evidence / Reasoning paragraph: Using evidence from the Zimmermann Telegram, students will answer the question: Should the United States enter WWI?

historical events and explain multiple causes and effects of historical events. 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. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. CCSS Literacy in SS (Reading) Key Ideas & Details #1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS Literacy in SS (Reading) Key Ideas & Details #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. CCSS Literacy in SS (Writing) Text Types and Purposes #1: Write arguments focused on <i>discipline-specific content</i>. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. State of Illinois Mandates: U.S. History, African American History, Women's History, Genocide (Armenian Genocide)	Students will be able to write an argumentative paragraph based on the Zimmerman Telegram (primary source). Students will be able to define communism and explain why Russia dropped out of the war. Students will be able to explain how the Treaty of Versailles changed the map of Europe and had huge consequences for Germany. Students will be able to explain how the outcome of the war led to the United States becoming a major world power. Students will be able to define the term <i>genocide</i> and describe the events of the Armenian Genocide.	
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Great Depression: 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. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. SS.6-8.2.MCa: Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people. SS.6-8.EC.1: Explain how economic decisions affect the well-being of individuals, businesses, and society. SS.6-8.EC.6: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. SS.6-8.G.9: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. State of Illinois Mandate: U.S. History, African American History, Women's History, Labor Unions, deportation of Mexican-Americans	Students will be able to explain how cycles in the economy in addition to other factors led to the Great Depression. Students will be able to describe how the role of government changed and the criticisms of this change. Students will be able to explain how the process of labor negotiations works.	In class activities Unit test (over entire unit)
Unit: WWII	Students will be able to explain how the devastation of the war effected the world.	In class activities Section quizzes Unit test

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. SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other. SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting any limitations of the evidence. SS.H.1.6-8.MdC: Analyze connections and disconnections among events and developments in broader historical context and identify the effects of events on groups of people who have been marginalized. SS.H.4.6-8.LC: Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. State of Illinois Mandate: U.S. History, African American History, Women's History, Genocide (Holocaust) CCSS Literacy in SS (Writing) Text Types and Purposes #1: Write arguments focused on <i>discipline-specific content</i>. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Students will be able to explain how the invention and use of the atomic bomb led to the Cold War. Students will be able to describe how the war affected American citizens and caused changes in social norms. Students will be able to define the term <i>genocide</i> and to describe the events of the Holocaust during WWII.	DBQ essay: Japanese Internment Camps
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Grade: 8	Subject: Social Studies	Trimester: 3
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Common Core State Standards	Specific Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
Unit: The Cold War, 1945-1963 SS.6-8.IS.4.LC: Determine the value of sources by evaluating their relevance and intended use. SS.6-8.IS.4.MdC: Determine credibility of sources based upon their origin, authority and context. SS.6-8.IS.4.MC: Gather relevant information from credible sources and determine whether they support each other. SS.6-8.EC.7: Explain why standards of living increase as productivity improves. SS.6-8.H.4.LC: Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. State of Illinois Mandate: U.S. History Common Core SS Writing Standard 1: Write arguments focused on <i>discipline-specific content</i>. Common Core SS Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS Literacy in SS (Reading) Key Ideas & Details #1: Cite specific textual evidence to support analysis of primary and secondary sources.	Students will be able to explain what containment was and describe how this policy was carried out by the U.S. government, both in foreign policy and domestically. Students will be able to describe what the mood and culture of the U.S. was like as the soldiers returned home from war and in the 1950s. Students will be able to explain the causes and outcomes of the Korean War. Students will be able to explain how rising tensions between the U.S. and the Soviet Union led to competitions in space and with the production of nuclear weapons.	In class activities Section quizzes Unit Test Cold War DBQ Activity (primary source writing assignment)

Unit: The Civil Rights Era SS.6-8.IS.8.MdC: Assess individual and collective capacities within a given context to take action to address problems and identify potential outcomes. SS.6-8.CV.3.LC: Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies. SS.6-8.CV.3.MdC: Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights. SS.6-8.H.4.LC: Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. State of Illinois Mandates: U.S. History, African American History, role and contributions of LGBTQ people in the history of this country and state. Common Core SS Writing Standard 1: Write arguments focused on <i>discipline-specific content</i>. Common Core SS Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS Literacy in SS (Reading) Key Ideas & Details #1: Cite specific textual evidence to support analysis of primary and secondary sources.	Students will be able to explain how protestors used Martin Luther King's philosophy to gain civil rights during the 1950s and 1960s. Students will be able to explain how various civil rights groups worked together to accomplish their goals. Students will be able to explain: • the major events of the Civil Rights Movement • sacrifices made on the part of African Americans in order to gain civil rights • the role of the media in the Civil Rights Movement • the struggles of other disenfranchised groups for civil rights • the roles and contributions of LGBTQ people to the country and state • the domestic policies and actions of Presidents Kennedy and Johnson during this time period	In class activities Section quizzes Article summaries Unit test
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Unit: The Vietnam War Era SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies. SS.6-8.CV.4.LC. Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries. SS.6-8.G.4. Explain how humans and their environment affect one another. SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	Students will be able to explain how the mood of the country was reflected in the culture of the 1960s. Students will be able to explain why the Vietnam War was not winnable. Students will be able to explain the impact of the Watergate scandal on the Nixon administration and the nation.	In class activities Section quizzes Unit Test
Unit: The Modern Era SS.6-8.CV.1.MC. Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities. SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement.	Students will be able to describe the events that led to the end of the Cold war and to be able to explain the importance of key events. Students will be able to identify and describe key events in the recent history of the Middle East and how these countries' relations with the U.S. led to major terrorist attacks on the homeland. Students will be able to define American conservatism and liberalism and will consider which they identify most with. Students will be able to describe the presidencies of the modern era Presidents (Carter - Trump) and analyze the policies of their administrations.	Project-based unit: Cold War timeline Middle East Choice Board project Presidents slideshow

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