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# **BIG HOLLOW SCHOOL DISTRICT**



## **CURRICULUM MAP**

### **GRADE 8 Social Studies**

2025-2026

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## Curriculum Blurp

### **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 elementary grades are assigned grade-specific standards with specific themes. The themes are:

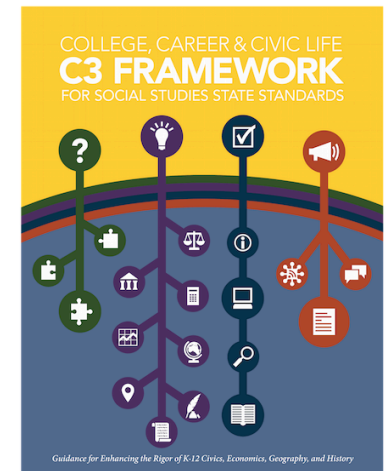
- Kindergarten: My Social World
- First Grade: Living, Learning, and Working Together
- Second Grade: Families, Neighborhoods, and Communities
- Third Grade: Communities Near and Far
- Fourth Grade: Our State, Our Nation
- Fifth Grade: Our Nation, Our World

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 (College, Career & Civic Life) 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.

### Connection to Standards Based Grading

Teachers at Big Hollow have worked to unpack and understand more deeply the learning targets that align with our goals of students grasping key mathematical concepts. Through this work teachers have prioritized standards, created learning targets, and developed proficiency scales aligned with each prioritized standard. This work enables learning to be more visible for student learning and allows students to be reflective learners. By students engaging in reflective practice they will be able to more accurately determine where they are in relation to the learning journey and develop goals to continue to improve their mastery of skills. These proficiency scales are linked below, as well as on our Teaching and Learning page. This is the “rubric” teachers use to report final grades.

## Grade 8 Social Studies Scope & Sequence

Unit	Standards	Trimester/Time Frame	Proficiency Scales
<b>Unit 1: America's Role in the World</b>	<p><b>Priority:</b> <b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p><b>Supporting:</b> <b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p>	<p>Trimester 1</p> <p>4 weeks</p>	<a href="#">Unit 1</a>
<b>Unit 2: The American Dream</b>	<p><b>Priority:</b> <b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Supporting:</b> <b>SS.CV.3.6-8.LC, MdC</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p><b>SS.IS.6.6-8.MC.</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p> <p><b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>Trimester 1</p> <p>4 weeks</p>	<a href="#">Unit 2</a>
<b>Unit 3: War &amp; Society</b>	<p><b>Priority:</b> <b>SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.</p> <p><b>Supporting:</b> <b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p><b>SS.IS.6.6-8.MC.</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p>Trimester 2</p> <p>6 weeks</p>	<a href="#">Unit 3</a>

<b>Unit 4: Boom &amp; Bust</b>	<p><b>Priority: SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.</p> <p><b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Supporting: SS.IS.8.6-8.MdC.</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p> <p><b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p>	<p>Trimester 2</p> <p>6-8 weeks</p>	<a href="#">Unit 4</a>
<b>Unit 5: Genocide, War, &amp; The Atomic Age</b>	<p><b>Priority: SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.</p> <p><b>Supporting: SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p> <p><b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>Trimester 2/3</p> <p>8 weeks</p>	<a href="#">Unit 5</a>
<b>Unit 6: Justice &amp; Memory</b>	<p><b>Priority: SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p><b>Supporting: SS.H.4.6-8.MC.</b> Organize applicable evidence into a coherent argument about the past.</p> <p><b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p> <p><b>SS.IS.8.6-8.MdC.</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes</p>	<p>Trimester 3</p> <p>3 weeks</p>	<a href="#">Unit 6</a>

## Unit 1: America's Role in the World

*Approximate Time Frame: 4 Weeks*

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<b>Priority Standards:</b> <b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	What should America’s role in the world be?  When is it appropriate to use military force in other countries?	<ul style="list-style-type: none"><li>● foreign aid</li><li>● intervention</li><li>● human rights abuses</li><li>● military force</li><li>● corruption</li><li>● democracy</li><li>● autocracy</li></ul>
<b>Supporting Standards:</b> <b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts	How should the US respond to human rights abuses in other parts of the world?  What are the positive and negative consequences of U.S. foreign aid or intervention?  What responsibilities, if any, does America have to the rest of the world?  How has America’s role in the world changed over time?	
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> <ul style="list-style-type: none"><li>●</li></ul>	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none"><li>●</li></ul>	
Assessments		
<input type="checkbox"/> Pre-Assessment	<input type="checkbox"/> Summative Assessment	

☐ Checks for Understanding

☐ Performance-Based Task

**Unit 2: The American Dream**  
*Approximate Time Frame: 4 weeks*

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<p><b>Priority Standards:</b> <b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>Who gets to be an American?</p> <p>How do we ensure equitable access to the American Dream?</p> <p>What defines an “American”? Is it legal status, cultural identity, contribution to society, or something else?</p> <p>How have laws/policies shaped who is allowed to immigrate to the U.S. and who is excluded?</p> <p>Why do people choose to come to the US? What struggles and challenges do they face? How do they contribute to their communities and our country?</p> <p>What is the American Dream, and is it equally attainable for all Americans today?</p> <p>How have movements—past and present—worked to make the American Dream more accessible?</p> <p>What barriers do Americans face in pursuing economic opportunity and social mobility?</p> <p>What factors affect one's chances of achieving the American Dream?</p> <p>What role should government, business, and communities play in making opportunity more equitable?</p>	<ul style="list-style-type: none"><li>● American Dream</li><li>● immigration<ul style="list-style-type: none"><li>○ legal</li><li>○ undocumented</li></ul></li><li>● push and pull factors</li><li>● forced and voluntary migration</li><li>● assimilation</li><li>● refugee / asylum / internally displaced person</li><li>● nativism</li><li>● government policy</li><li>● labor union</li><li>● economic opportunity</li><li>● social mobility</li></ul>
<p><b>Supporting Standards:</b> <b>SS.CV.3.6-8.LC, MdC</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p><b>SS.IS.6.6-8.MC.</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p> <p><b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>		
Acquisition		



Knowledge and Understanding:	Skills:
<i>Students will know and understand...</i> •	<i>Students will be skilled at (be able to do)...</i> •
Assessments	
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input type="checkbox"/> Performance-Based Task

**Unit 3: War & Society**  
*Approximate Time Frame: 6 weeks*

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DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<p><b>Priority Standards:</b>  <b>SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.</p>	<p>What does it mean to be a responsible citizen during wartime?</p> <p>Should individual rights be limited in order to protect national security? Why or why not?</p>	<ul style="list-style-type: none"> <li>● citizenship</li> <li>● responsibility</li> <li>● obligation</li> <li>● duty</li> <li>● constitutional rights</li> <li>● democratic society</li> <li>● patriotism</li> <li>● sedition</li> <li>● dissent</li> <li>● free expression</li> <li>● militarism</li> <li>● imperialism</li> <li>● alliance systems</li> <li>● nationalism</li> <li>● involuntary servitude</li> <li>● conscientious objector</li> <li>● conscription</li> <li>● mutiny</li> <li>● disloyalty</li> <li>● propaganda</li> <li>● petition</li> <li>● redress</li> <li>● abridging</li> </ul>
<p><b>Supporting Standards:</b>  <b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p><b>SS.IS.6.6-8.MC.</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p>How should a democratic society balance freedom of speech with loyalty to the country during war?</p> <p>Are citizens obligated to support their government's war efforts, even if they disagree with the war?</p> <p>How did the Espionage Act (1917) and Sedition Act (1918) reflect changing ideas of citizenship and loyalty during WWI?</p> <p>What can we learn from the treatment of dissenters (e.g., Charles Schenck) during WWI about the limits of free expression in a democracy?</p> <p>How did propaganda shape Americans' sense of duty during WWI? Did it empower citizens or manipulate them?</p> <p>How were immigrants and minority groups treated during WWI, and what does that reveal</p>	



**Unit 4: Boom & Bust**  
*Approximate Time Frame: 6-8 weeks*

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<p><b>Priority Standards:</b> <b>SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.</p> <p><b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>How can current social realities impact government actions and policies?</p> <p>How did the economic realities of the 1920s and 1930s shape the actions and priorities of the U.S. government?</p>	<ul style="list-style-type: none"><li>● government action</li><li>● policies</li><li>● economic realities</li><li>● government priorities</li><li>● labor unions</li></ul>
<p><b>Supporting Standards:</b> <b>SS.IS.8.6-8.MdC.</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p> <p><b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.</p>	<p>How did the Dust Bowl and widespread poverty during the Great Depression change the role of government in American life?</p> <p>How did labor unions and workers organize to influence government policy during the economic struggles of the 1930s?</p> <p>What strategies did marginalized groups (such as African Americans, women, immigrants, or farmers) use to demand change during this time?</p> <p>To what extent did the New Deal reflect the voices and needs of everyday Americans versus the interests of political and business elites?</p>	
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i>	<i>Students will be skilled at (be able to do)...</i>	

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Assessments	
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input type="checkbox"/> Performance-Based Task

## Unit 5: Genocide, War, and the Atomic Age

Approximate Time Frame: 8 weeks

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<b>Priority Standards:</b> <b>SS.IS.4.6-8.MC.</b> Gather relevant information from credible sources and determine whether they support each other.	To what extent does fear and prejudice play a role in government policies, priorities, and decisions?	<ul style="list-style-type: none"><li>● bystander</li><li>● upstander</li><li>● genocide</li><li>● prejudice</li><li>● marginalization</li><li>● resistance</li><li>● Fascism</li><li>● Dictatorship</li><li>● Anti-Semitism</li><li>● internment</li><li>● forced removal</li><li>● Ghetto</li><li>● perpetrator</li><li>● victim</li><li>● Collaborator</li><li>● Holocaust</li></ul>
<b>Supporting Standards:</b> <b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.  <b>SS.IS.5.6-8.MC.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	How did Nazis marginalize groups in the lead-up to the Holocaust? What were the effects on the victims? And how did victims resist?  To what extent was America a bystander or an upstander during the Holocaust?  To what extent did fear and prejudice play a role in government decisions in the lead-up to, during, and in response to the attacks on Pearl Harbor?  To what extent was America’s decision to use atomic weapons on Japan justified?  How did the Cold War shape America and the rest of the world? To what extent did fear drive action during this period?	
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> <ul style="list-style-type: none"><li>●</li></ul>	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none"><li>●</li></ul>	

Assessments	
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input type="checkbox"/> Performance-Based Task

**Unit 6: Justice & Memory**  
*Approximate Time Frame: 3 weeks*

DESIRED RESULTS		
Content Standards:	Essential Questions:	Essential Vocabulary:
<b>Priority Standards:</b> <b>SS.H.1.6-8.MC.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	How should we remember the past?  What events, people, contributions, and experiences are important for future generations to remember?	<ul style="list-style-type: none"><li>• memorial / memorialize</li><li>• symbolic choice</li><li>• historical significance</li><li>• lasting effects</li><li>• root causes</li><li>• contributions</li><li>• historical trend, pattern, theme</li></ul>
<b>Supporting Standards:</b> <b>SS.H.4.6-8.MC.</b> Organize applicable evidence into a coherent argument about the past.  <b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts.  <b>SS.IS.8.6-8.MdC.</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes		
Acquisition		
Knowledge and Understanding:	Skills:	
<i>Students will know and understand...</i> <ul style="list-style-type: none"><li>•</li></ul>	<i>Students will be skilled at (be able to do)...</i> <ul style="list-style-type: none"><li>•</li></ul>	
Assessments		
<input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Summative Assessment <input type="checkbox"/> Performance-Based Task	



