EIGHTH GRADE SOCIAL STUDIES CURRICULUM MAP

UNIT NAME	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO…	INQUIRY SKILLS	ILLINOIS INSTRUCTIONAL MANDATES
Veterans Day **(Sept-Nov)**	How can we honor those that have provided military service to the United States? <u>Supporting Questions:</u> What are the origins of Veterans Day? What are the origins and histories of the branches of the U.S. military?	Students understand the origin and history of Veteran's Day and why it is important to honor those who have served in the U.S. military.	**SS.6-8.H.4.MC.** Organize and critique applicable evidence to develop a coherent argument about the past.	**SS.6-8.IS.5.LC.** Appropriately cite all the sources that are used.	School boards shall include instruction relative to commemorated persons, activities, or events on the commemorative holiday or at any other time during the school year and at any point in the curriculum when such instruction may be deemed appropriate. The State Board of Education shall prepare and make available to school boards instructional materials relative to commemorated persons, activities, or events which may be used by school boards in conjunction with any instruction provided pursuant to this paragraph. 105ILCS 5/24-2
				SS.6-8.IS.4.MC. Gather relevant information from credible sources and determine whether they support each other.	
				SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	
				SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	

Illinois State Constitution **(Aug-May)**		Students will demonstrate knowledge of Illinois history and determine its importance and uniqueness in relation to the United States Constitution. Students will explain the structure of the Illinois state government. Students will be able to name current leaders of the various branches of the government and explain their responsibilities. Students will compare and contrast state government to the federal government.	**SS.6-8.CV.2.MdC.** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government and how they have impacted multiple groups of people.		Every public elementary school must provide in its 6th, 7th, or 8th grade curriculum at least one semester of civics education. This course of study must be provided in addition to the instruction required to be provided under Section 27-3 of the School Code. 105 ILCS 5/27- 3.10 The following topics shall be taught in all public schools: 1. American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence; 2. The Constitution of the United States of America and the Constitution of the state of Illinois; 3. The proper use and display of the American flag; and 4. The method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates. 105 ILCS 5/27-3; 105 ILCS 5/27-21; 23 Ill. Admin. Code 1.420(r)(1) History of the United States shall be taught in all public schools and in all other educational institutions in the state supported or maintained, in whole or in part, by public funds Including the Instruction in the history of Illinois. 105 ILCS 5/27-21
Reconstruction **3-4 weeks**	In what ways did Reconstruction both fail and succeed? <u>Supporting Questions:</u>	Students understand that Reconstruction can be viewed from multiple perspectives and may be considered both a	**SS.6-8.H.1.LC.** Identify and describe the contexts of a series of historical events and developments as examples of change	**SS.IS.1.6-8:** Create essential questions to help guide inquiry about a topic.	Every public elementary and high school must provide a unit of instruction studying the events of Black history. 105 ILCS 5/27-20.4

	What issues did the U.S. face after the Civil War? How did the lives of freedpeople change during Reconstruction? What were the different visions for Reconstruction, and how did they compare and contrast with each other? How and why did Reconstruction end? What was the aftermath of Reconstruction?	success and failure. Students will understand the immediate and long-term effects that Reconstruction had on African-Americans.	and/or continuity based on the perspectives of multiple diverse groups.		
			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.IS.2.** Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	
			SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	**SS.6-8.IS.3.** Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	
			SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws in historic and contemporary settings.	**SS.6-8.IS.4.MC.** Gather relevant information from credible sources and determine whether they support each other.	
				SS.6-8.IS.5.LC. Appropriately cite all the sources that are used	
			SS.6-8.G.2. Use mapping and graphing to represent		

			and analyze spatial patterns of different environmental and cultural characteristics.		

Industrial America - Industrialization, Westward Expansion, and Urbanization **3-4 weeks**	How did the U.S. become an industrial power? <u>Supporting Questions:</u> What are industrialization and urbanization? How did government and big business cooperate and conflict with each other? What was the relationship between industrialization, urbanization, and Westward expansion? What factors contributed to the United States economic and industrial growth? What were the effects of U.S. economic and industrial growth? What were the political, social, and economic effects of industrialization in the U.S.?	Students understand that after the Civil War the expansion of industry and agriculture along with an increased population led to an economic boom that affected the United States, politically, socially and economically. Students will understand the relationships between industrialization, urbanization, and Westward expansion after the Civil War. Students will understand how changes in the workplace led to the rise of labor organizations and the challenges that the labor movement faced in the 1800's. Students understand that shifting federal policies toward Native Americans caused	**SS.6-8.H.1.MC.** Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	**SS.6-8.IS.2.** Ask essential and focused questions that consider multiple perspectives and will lead to independent research.	The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system.. 105 ILCS 5/27-21 The study and the role of contributions of ethnic groups and the labor unions in the history of the country and this State. 05 ILCS 5/27-21
			SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	**SS.6-8.IS.5.LC.** Appropriately cite all the sources that are used.	The teaching of history shall also include teaching about Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans. Public Act 103-0422

	What roles did different groups (immigrants, African Americans, Native Americans, women, etc.) play in industrialization?	on-going problems and why reforms that aimed to improve federal policies ultimately failed Native Americans.	**SS.6-8.EC.4.** Analyze the role of innovation and entrepreneurship in a market economy.		Every public elementary school and high school social studies course pertaining to American history or government shall include in its curriculum a unit of instruction studying the events of the Native American experience and Native American history within the Midwest and this state since time immemorial. These events shall include and describe: 1. The contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States. 2. Large urban Native American populations in this state, including the history and experiences of contemporary Native Americans living in this state. 3. In Grades 6-12, the study of the genocide of and discrimination against Native Americans, as well as tribal sovereignty, treaties made between tribal nations and the United States, and the circumstances pertaining to forced Native American relocation. Public Act 103-0422
			SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.		Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America. 105 ILCS 5/27-20.5

			SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.		Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. 105 ILCS 5/27-20.8
			SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.		
			SS.6-8.G.8. Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.		
			SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.		

			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.G.11. Explain how global changes in population distribution patterns affect changes in land use.		
			SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement.		
			SS.6-8.EC.7. Explain why standards of living increase as productivity improves.		

			SS.6-8.H.3.MC. Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications.		
Progressivism 2-3 Weeks	How can individuals and groups change society? *Supporting questions* What issues were caused by industrialization? What methods were used by progressives/reformers to achieve their goals?	Students will identify and describe the issues and problems being addressed by progressive reformers and reform groups. Students will examine and critique the methods used by different progressive reform groups of turn-of-the-century America to achieve their goals. Students will describe how women worked to win rights. Students will examine the perspectives of different groups such as African Americans, Native Americans, Asian-Americans, and Mexican Americans during the Progressive Era.	**SS.6-8.EC.5.** Describe the roles of institutions, such as corporations, nonprofit organizations and labor unions, in a market economy.		Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America. 105 ILCS 5/27-20.5
			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.		Every public elementary and high school must provide a unit of instruction studying the events of Black history. 105 ILCS 5/27-20.4

			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.		The teaching of history also shall include the study of events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression 105 ILCS 5/27-21
U.S. Imperialism **3 weeks**	Was U.S. expansion overseas justified? <u>Supporting Questions:</u> How did the U.S. become a major world power? What were the goals/motivations of U.S. imperialism? What were the arguments in favor of and against U.S. imperialism?	Students will understand how the United States became a major world power, and how the effects of imperial growth were felt with both the U.S. and overseas.	**SS.6-8.G.12.** Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.		
			SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.		
			SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.		
			SS.6-8.H.3.MdC. Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by		

			identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc.		
			SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.		
World War I **3-4 weeks**	What were the major causes/ effects of WWI? <u>Supporting Question:</u> What role did the U.S. play in WWI?	Students will understand the major causes and effects of WWI.	**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.10. Identify how cultural and environmental characteristics vary among regions of the world		
"Prosperity" and Depression **3 weeks**	What political, social, and economic changes faced the U.S. between WWI and WWII? <u>Supporting Questions:</u> What changes occurred in the U.S. during the "roaring twenties"? What were the major causes of the Great Depression?	Students will understand both the cause of the social, economic and political changes that occurred between WWI and WWII as well as the effects of those changes. Students will understand how women's lives changed during the 1920's.	**SS.6-8.EC.9.** Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.		The teaching of history also shall include the study of events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression 105 ILCS 5/27-21
			SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple		Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America. 105 ILCS 5/27-20.5

	How did the Great Depression affect different groups of people within the United States? How did the government address the Great Depression?	Students will summarize how nativism and racial tensions affected American society in the 1920'. Students will understand the impact the Great Depression had on women, African Americans, Mexican-Americans and other groups in the United States. .	individuals and communities.		
			SS.6-8.G.4. Explain how humans and their environment affect one another.		Every public elementary and high school must provide a unit of instruction studying the events of Black history. 105 ILCS 5/27-20.4
			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.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources**.**		
			SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.		
			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.		
World War II **4 weeks**	When is War Justified? <u>Supporting Questions:</u>	Students will understand the causes and effects of	**SS.6-8.H.4.LC.** Describe the differences between	**SS.6-8.IS.5.LC.** Appropriately cite all the sources that are	Every public elementary and high school must provide a unit of instruction studying the events of the

	What were the causes and effects of the Second World War? What role did the United States play in the Second World War? What factors contributed to the Holocaust?	the Second World War and consider the reasons why countries go to war. Students will understand how working women helped the war effort and how the United States treated minority groups during the war. **Students will be define genocide** and explain how prejudice, discrimination, and propaganda can contribute to the development of genocidal situations by analyzing historical examples.	correlation and causation in historical events and explain multiple causes and effects of historical events.	used.	Nazi atrocities of 1933-45, a period in world history known as the Holocaust. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe, which shall include but not be limited to: 1. The Native American genocide in North America (Public Act 103-0422); 2. The Armenian Genocide; 3. The Famine-Genocide in Ukraine; and 4. More recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. 105 ILCS 5/27-20.3
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.		Each school system shall provide history and social sciences courses that include the study of that period in world history known as the Holocaust. 23 Ill. Admin. Code 1.420(r)(4)
			SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media.		
Postwar America **4 weeks**	What is America's Role in the World? What were the origins and causes of the Cold War?	Students will examine the causes and origins of the Cold War, and how the Cold War affected the U.S.	**SS.6-8.H.2.MdC.** Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.	**SS.6-8.IS.5.LC.** Appropriately cite all the sources that are used	
Civil Rights/Equity in Society **2 weeks**	How do people advocate for greater access to civil rights?	Students will examine the hardships and obstacles experienced by different demographic groups	**SS 6-8.CV.3.MC.** Explain how granting rights for individuals or communities does not reduce the ability of	**SS.6-8.IS.5.LC.** Appropriately cite all the sources that are used	Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America. 105 ILCS 5/27-20.5

	What motivations did different groups (African Americans, Asian Americans, LGBTQ+ people, Mexican immigrants, Native Americans, disabled people, etc.)	throughout American history. Students will analyze and critique the methods used by different groups to gain greater access to civil rights.	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.		In public schools only, the teaching of history shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State. 105 ILCS 5/27-21
					A school district shall provide instruction on disability history, people with disabilities, and the disability rights movement. Instruction may be included in those courses that the school district chooses. This instruction must be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination.
			SS.6-8.CV.5.MdC. Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws in historic and contemporary settings.		Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. 105 ILCS 5/27-20.8
					Each school system shall provide history and social sciences courses that include the study of the events of Black history. 23 Ill. Admin. Code 1.420(r)(5)