

*What is the story an eighth grader is able to tell by the end of the year? We are citizens of an evolving world. As a citizen of a nation, one’s roles and responsibilities evolve in relationship to others in an increasingly complex and interconnected world. Point of view is influenced by time, place, culture, and access to resources. Through active participation, individuals influence the future of the U.S. and the world.*

**Cross Cutting Concept/Theme:  
Global Perspectives in an Interconnected World**

*(Related to Science theme of Evidence & Explanation)*

**Essential Questions for this year:**

- What are the roles and responsibilities of a citizen in an interconnected world?*
- What are the roles and responsibilities of institutions, leaders and citizens?*
- What influences my perspective and point of view and that of others?*
- How does perspective/point of view influence decision-making?*
- How can I use social action to influence change locally, nationally, and globally?*
- How do interdependent economies affect both historical and current global interactions?*

**PURPOSE AND FRAMEWORK FOR D39 SOCIAL STUDIES CURRICULUM**

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. *Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

**Dimension 1. Developing Questions and Planning Investigations** -Students will develop questions as they investigate societal issues, trends, and events.

**Dimension 2. Applying Disciplinary Concepts and Tools** - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.

**Dimension 3. Gathering, Evaluating, and Using Evidence** - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

**Dimension 4. Working Collaboratively and Communicating Conclusions** - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

*(Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)*

**THE CONCEPTUAL LENSES OF SOCIAL STUDIES**

**CIVICS:** In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

**ECONOMICS:** Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

**GEOGRAPHY:** Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

**HISTORY:** Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**CULTURAL ANTHROPOLOGY:** Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people’s behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

**Unit 1 Inquiry Question:  
What is the role of a global power in an interdependent world?**

**Content Vocabulary:** isolationism, expansionism, sphere of influence, imperialism, colony, protectorate, annex, yellow journalism, embassy, ambassador, diplomacy, media,  
**Academic Vocabulary:** claim, evidence, evaluate, analyze, justify, primary sources, secondary sources, interconnected

**Guiding Questions**

What is power?

Why should we recognize and analyze multiple points of view?

How can differing points of view affect relations between and within societies?

How can examining cause and effect help us understand relationships between people, places, ideas, and events?

How and why do politics, culture, economics, and the physical environment change due to globalization?

How do decisions, actions, and consequences vary depending on the different perspectives of the nations or groups involved?

To what extent can organizations like the UN, OPEC, the WTO and other multinational organizations affect economic and political events?

**Big Ideas & Formative Understandings**

**Throughout history nations have attempted to expand their power and influence.**  
 Thinking Historically, Geographically, Economically, Culturally

- Identify examples of nations expanding their power and influence over other nations (past and present)
- Identify examples of economic, military, and political interests that motivate a country's desire to expand.

**Global interactions have changed over time.**  
 Thinking Historically, Economically, Culturally Geographically

- Investigate imperialism, colonization, isolationism, expansionism
- Recognize differing attitudes about global interactions
- Analyze the cause and effect relationships of events and responses of nations
- Compare national attitudes about imperialism and colonization
- Analyze the cause and effect relationships of events and responses of nations

**Organizations and nations have played a role in policing and supporting the international community.**  
 Thinking Geographically, Culturally, Economically

- Analyze current international situations that require diplomatic (multi-national) interventions
- Identify various international organizations that exist and the reasons for their creation
  - UN, NATO, EU, NATO, OPEC, WTO, ASEAN, etc.
- Distinguish among the international organizations (creation, mission, scope of influence, membership)
- Identify current international situations that require diplomatic, military, or economic interventions
- Analyze the effectiveness of sanctions imposed by international organizations on nations that fall out of favor with the world community

**Examining primary sources provides a powerful sense of history and the complexity of the past and present.**

- Differentiate between primary and secondary sources
- Use prior knowledge and work with multiple primary sources to find patterns
- Move from concrete observations and facts to questioning and making inferences
- Compare multiple sources that represent differing points of view and contradictions
- Connect primary sources to the context in which they were created, synthesizing information from multiple sources
- Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written.
- Analyze primary documents for evidence to support a claim.
- Compare and contrast primary and secondary accounts.
- Evaluate source materials using criteria
  - How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?
  - Where does this information come from—personal experience, eyewitness accounts, or reports written by others?
  - Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?

**Media can have a large impact the perceptions and understanding of world events.**  
 Thinking Culturally, Civically

- Assess the role of media in world affairs

- Explain the impact of the accelerated pace of access to information
  - Identify varied news media sources and social media sources
    - Print
    - Online
    - TV
    - Facebook, Twitter, blog, site
    - Political cartoon, parody, and editorial
  - Detect biases in reports and images
  - Examine current news headlines to hypothesize the possible impact on the reader's or viewer's perspective
- Global interactions have changed over time.**
- Infer reasons for changes in attitudes and opinions about colonization and imperialism
    - Current Foreign Policy
    - Impact of the media on foreign policy
    - Political implications in world opinion

Unit 2 Inquiry Question:  
**War: What is it good for?**

**Content Vocabulary:** nationalism, militarism, propaganda, trench warfare, armistice, treaty, containment, guerilla warfare, appeasement, alliances, nuclear weapons,  
**Academic Vocabulary:** claim, evidence, primary sources, secondary sources, validity, costs & benefits

Guiding Questions	Big Ideas & Formative Understandings
<p>Should war always be avoided?</p> <p>Can power ever be truly balanced?</p> <p>How are the rules of war are influenced by time, place, and context?</p> <p>How can war affect the potential for a “lasting peace”?</p> <p>Should information be kept classified?</p> <p>Should media be used to promote nationalism?</p> <p>How are governmental, societal, political, and moral decisions related to war?</p> <p>How do nations analyze a global threat and formulate a logical response?</p>	<p><b>There are costs and benefits to waging or participating in war.</b></p> <p><b>The context of place and time may determine the necessity or value of war.</b></p> <p><b>War erupts as the result of concurrent or a series of events.</b></p> <p>Thinking Historically, Geographically, Economically, Culturally</p> <ul style="list-style-type: none"> <li>▪ Classify events and influences that lead to war (militarism, nationalism, imperialism, alliances, economic factors, geographic, etc.)</li> <li>▪ Analyze geographic factors that contribute to a conflict and how war changes geography</li> </ul> <p><b>Governments play a large role in the participation of war both domestically and internationally.</b></p> <p>Thinking Historically, Geographically, Economically, Culturally, Civically</p> <ul style="list-style-type: none"> <li>▪ Analyze the decision-making process of governments’ participation in war</li> <li>▪ Identify ways nations participate in war</li> <li>▪ Examine domestic policies that governments have instituted during times of war</li> <li>▪ Identify examples of how governments have addressed individual rights during times of war</li> <li>▪ Assess the roles and responsibilities of governments to their citizens during times of war</li> <li>▪ Distinguish between government functions during wartime and peacetime</li> </ul> <p><b>Examining primary sources provides a powerful sense of history and the complexity of the past and present.</b></p> <p>Thinking Culturally, Historically</p> <ul style="list-style-type: none"> <li>▪ Differentiate between primary and secondary sources</li> <li>▪ Use prior knowledge and work with multiple primary sources to find patterns</li> <li>▪ Move from concrete observations and facts to questioning and making inferences</li> <li>▪ Compare multiple sources that represent differing points of view and contradictions</li> <li>▪ Connect primary sources to the context in which they were created, synthesizing information from multiple sources</li> <li>▪ Evaluate each resource considering who wrote it and the author’s perspective, as well as when and where it was written.</li> <li>▪ Analyze primary documents for evidence to support a claim.</li> <li>▪ Compare and contrast primary and secondary accounts.</li> <li>▪ Evaluate source materials using criteria               <ul style="list-style-type: none"> <li>○ How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?</li> <li>○ Where does this information come from—personal experience, eyewitness accounts, or reports written by others?</li> <li>○ Are the author’s conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts)?</li> </ul> </li> </ul>
<p>How are the rules of war are influenced by time, place, and context?</p> <p>How can war affect the potential for a “lasting peace”?</p> <p>Should information be kept classified?</p> <p>Should media be used to promote nationalism?</p>	<p><b>The strategies and tactics used during war have implications for the future.</b></p> <p>Thinking Historically, Geographically, Economically, Culturally</p> <ul style="list-style-type: none"> <li>▪ Analyze the costs/benefits of a nation’s involvement in war</li> <li>▪ Investigate long-term impact of war on nations               <ul style="list-style-type: none"> <li>▪ physical land/environment/infrastructure</li> <li>▪ political, emotional, societal</li> <li>▪ motivation to go back to war</li> </ul> </li> <li>▪ Hypothesize the future impacts on a country’s relationships and policies as a result of the ways war is waged</li> </ul>

How are governmental, societal, political, and moral decisions related to war?

How do nations analyze a global threat and formulate a logical response?

- Examine strategies for ending war
- Predict outcomes (short/long term) of various strategies

**Warfare has changed over time.**

Thinking Historically, Geographically, Culturally

- Identify components of different types of war
- Distinguish between conventional and ideological wars
- Examine the relationships involved and draw inferences on how to “win” an ideological war
- Classify new methods and technology of 21st century warfare
- Propose how the changes to warfare result in changes in foreign policy and strategy
- Identify implications of the “Rules of War” in a changing world

**Governments play a large role in the participation of war both domestically and internationally.**

- Analyze the decision-making process of governments’ participation in war
- Identify ways nations participate in war
- Examine domestic policies that governments have instituted during times of war
- Identify examples of how governments have addressed individual rights during times of war
- Assess the roles and responsibilities of governments to their citizens during times of war
- Distinguish between government functions during wartime and peacetime
- Assess the challenges of war on society (on the home front)
  - Economic change
  - Attitudes and perceptions toward others
  - Labor force changes
  - Family structures

**The media has an impact on the perceptions, causes, and outcomes of war.**

Thinking Civically, Historically, Culturally

- Identify varied government media sources, news media sources, and social media sources
- Detect biases in reports and images
  - Print
  - Online
  - TV
  - Facebook, Twitter, blog, site, YouTube
  - Political cartoon, parody, and editorial
- Assess the value of propaganda during wartime
- Examine current headlines to hypothesize the possible impact on the reader’s or viewer’s perspective
- Compare ways in which the media functions during times of war versus time of peace
  - Subjects of the report or image
  - Readers/Viewers in countries in the opposition
  - Readers/Viewers in neutral countries
  - Determine the impact of the accelerated pace of access to information

Unit 3 Inquiry Question:

**What are the consequences and trends related to global trade? (Why should I care about the global economy?)**

**ISBE Mandate:**

**Mexican-American Illegal Deportation** 105 ILCS 5/27-21: The district provides a unit of instruction studying the role and contributions of Hispanics and shall include the study of events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression.

**Content Vocabulary:** economics, trade, industrialization, monopoly, vertical integration, unions, credit, margin, debt, stock, stock market, corporation, New Deal, deficit, sweat shop, financial crisis

**Academic Vocabulary:** claim, evidence, consequences, compare, contrast, evaluate

**Guiding Questions**

**Big Ideas & Formative Understandings**

How do geographic, political, and cultural differences contribute to economic globalization?

**There are different economic systems in use today by countries of global influence.**

Thinking Economically, Geographically, Culturally

- Identify, organize and analyze the features of each economic system
- Using a map, identify the countries that practice each system
- Analyze the role of governments in the creation and development of an economic system
- Compare and contrast governmental and economic systems and infer whether there is a connection between the two
- Analyze the role of individuals in creation and development of an economic system
- Identify relationships between countries with different economic systems and infer the impacts those differences have on their relationship

How do innovation and technology influence global trade over time?

**Many developed and developing nations have expanded trade beyond their borders.**

Thinking Historically, Economically, Geographically, Culturally

- Identify ways in which the technology and innovation have changed the game with international trade (i.e., the Industrial Revolution, telecommunication, transportation)
- Evaluate the degree to which nations are economically interdependent
- Determine countries' economic responsibility toward one another
- Identify patterns in the relationships between and among countries with differing economic system

How do economic changes or crises in one nation affect the economies of other nations?

**Government and economic policy can have domestic and international impacts.**

Thinking Historically, Economically, Culturally, Civically

- Determine the level of control governments have in their economic policy
  - Labor Laws
  - Trade restrictions on goods and prices
  - Outsourcing of Jobs
  - Corporate regulation
- Explain the role of debt in a society
- Identify examples of international trade policy
- Explain the phenomena of outsourcing by various countries
- Explore the advantages and disadvantages of tariffs, labor and trade regulations
- Draw conclusions about the impact of one countries debt on another country
- 

To what extent can organizations like the UN, OPEC, the WTO and other multinational organizations affect economic and political events?

**The media can have a large impact on the trends in a global economy.**

Thinking Culturally

- Identify varied government media sources, news media sources, and social media sources
  - Print
  - Online
  - TV
  - Facebook, Twitter, blog, site, YouTube

- Political cartoon, parody, and editorial
- Detect biases in reports and images
- Assess the value of propaganda during wartime
- Examine current headlines to hypothesize the possible impact on the reader's or viewer's perspective
- Determine the impact of the accelerated pace of access to information

Unit 4 Inquiry Questions:

**How pervasive is genocide in human history? What is the role of authorities, including governments, in protecting people from violence and injustice? What are the implications if those in authority fail to protect innocent people?**

**ISBE Mandate:**

Holocaust and Genocide Study: 105 ILCS 5/27-20.3

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, the Pontian Greek Genocide, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

**Content Vocabulary:** genocide, injustice, dictator, fascism, ethnic group, race, bystander, resistance

**Academic Vocabulary:** claim, evidence, inflict

**Guiding Questions**

- How is genocide defined?
- How can understanding the 10 Stages of Genocide aid in developing more effective ways to prevent genocide in the future?
- How can individuals act to reduce their own potential to inflict or support genocide?
- What indicators are the most reliable when determining if genocide may be about to occur?
- To what extent have international organizations informed, prevented or punished genocide events?

**Big Ideas and Formative Understandings**

**Genocide is a process not a random event.**

Thinking Historically, Culturally, Civically

- Identify and define the eight steps of genocide
- Identify the participants in genocide
- Explain the bystander effect and how it relates to genocides

**Historical Genocide: The Holocaust**

Thinking Historically, Civically, Culturally

- Analyze how and why dictators like Hitler come to power
- Identify the eight steps of genocide and connect each to the Holocaust

**Genocide has consistencies over time.**

Thinking Historically, Culturally

- Compare and contrast recent genocides to the Holocaust
- Identify similarities to the process
- Identify how recent genocides are different

**Opportunities existed to prevent genocide.**

Thinking Historically, Civically

- Identify examples of resistance in the midst of genocide during the Holocaust
- Research and identify examples of resistance during recent genocides

**Opportunities exist to prevent genocide today.**

- Explain the lessons we can learn from past genocides as way to prevent future genocides
- Describe the role the United States and the international community should play in preventing and combating genocide

## STATE AND NATIONAL SOCIAL STUDIES STANDARDS

### ILLINOIS LEARNING STANDARDS FOR SOCIAL SCIENCE

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

C. Understand election processes and responsibilities of citizens.

14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).

E. Understand United States foreign policy as it relates to other nations and international issues.

14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.

15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.

15.A.3d Describe the causes of unemployment.

D. Understand trade as an exchange of goods or services.

15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.

15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.

15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.

E. Understand the impact of government policies and decisions on production and consumption in the economy.

15.E.3b Explain how laws and government policies establish rules that help a market economy function effectively.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Apply the skills of historical analysis and interpretation.

16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).

16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

16.A.3c Identify the differences between historical fact and interpretation.

B. Understand the development of significant political events.

16.B.3d (US) Describe ways in which the United States developed as a world political power.

16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.

C. Understand the development of economic systems.

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.

16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.

16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United

### C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS

Individually and with others, students construct compelling questions and

D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question and with supporting questions.

D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Individually and with others,

#### **D2.Civics**

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.

3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

#### **D2.Economics**

1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.

11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.

13.6-8. Explain why standards of living increase as productivity improves.

14.6-8. Explain barriers to trade and how those barriers influence trade among nations.

15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

#### **D2.Geography**

2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.

11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

#### **D2.History**

1.6-8. Analyze connections among events and developments in broader historical contexts.

2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

5.6-8. Explain how and why perspectives of people have changed over time.

6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

9.6-8. Classify the kinds of historical sources used in a secondary interpretation.

10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical

<p>States.</p> <p>A. Locate, describe and explain places, regions and features on the Earth.</p> <p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth</p> <p>17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p> <p>C. Understand relationships between geographic factors and society.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>17.C.3b Explain how patterns of resources are used throughout the world.</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>D. Understand the historical significance of geography.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p> <p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>sources.</p> <p>11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p>12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p> <p>13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.</p> <p>14.6-8. Explain multiple causes and effects of events and developments in the past.</p> <p>15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</p> <p>16.6-8. Organize applicable evidence into a coherent argument about the past.</p> <p>17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>D4.4.6-8. Critique arguments for credibility.</p> <p>D4.5.6-8. Critique the structure of explanations.</p> <p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p>D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p> <p>D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</p>
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**NEW ILLINOIS LEARNING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

<p><u>READING</u></p> <p>CCSS.ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA.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.</p> <p>CCSS.ELA.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text</p>	<p><u>WRITING</u></p> <p>CCSS.ELA.WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA.WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
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- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CCSS.ELA.WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- CCSS.ELA.WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.ELA.WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA.WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms selectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA.WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.
- CCSS.ELA.WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.