

Joliet Public Schools District 86 Grade 8 Social Studies Curriculum

Unit Title	Standards	Unit Overview
<p><u>The Great Depression</u></p> <p>Trimester 1</p> <p>~ 2 weeks</p>	<p><u>Civics</u></p> <ul style="list-style-type: none"> 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. <p><u>Geography</u></p> <ul style="list-style-type: none"> SS.6-8.G.7. Explain how environmental characteristics affect human migration and settlement. <p><u>Economic</u></p> <ul style="list-style-type: none"> 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.EC.7. Explain why standards of living increase as productivity improves. SS.6-8.EC.9. Evaluate employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups. SS.6-8.EC.FL.11. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving. SS.6-8.EC.FL.13. Explain the correlation among investors, investment options (and associated risks), and income/wealth. SS.6-8.EC.FL.15. Analyze the relationship between financial risks and protection, insurance, and costs <p><u>History Standards</u></p> <ul style="list-style-type: none"> SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives. 	<p>The Great Depression shows the important roles that money, banks, the stock market, and the government play in our economy. Students will learn how to measure the economy's health with gross domestic product, the unemployment rate, and the consumer price index. Through simulations, students will identify with the people of that era and uncover problems they experienced during the Great Depression. By comparing and categorizing New Deal programs, students will recognize their value and the impact they had on the US government in the economy.</p>
<p><u>World War II</u></p> <p>Trimester 1</p> <p>~ 2 weeks</p>	<p><u>Inquiry Skills</u></p> <ul style="list-style-type: none"> SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions. SS.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes. <p><u>Civics</u></p> <ul style="list-style-type: none"> SS.6-8.CV.5.LC. 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. <p><u>Geography</u></p> <ul style="list-style-type: none"> SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. <p><u>Economic</u></p> <ul style="list-style-type: none"> SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society. 	<p>World War II began when Germany invaded Poland, which drove Great Britain and France to declare war on Germany. Throughout this unit, students will observe how over six years, the conflict would take more lives and destroy more land and property around the globe than any previous war. Students will engage in a discussion about the Allies and Axis powers to determine the motive and power behind both sides.</p>

	<p>History Standards</p> <ul style="list-style-type: none"> 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.H.2.LC. Explain how and why perspectives of people have changed over time. SS.6-8.H.4.MdC. Compare and contrast the central historical arguments in secondary works across multiple media. SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past. 	
<p>Holocaust Trimester 2 ~ 1 week</p>	<p>Inquiry Skills</p> <ul style="list-style-type: none"> SS.IS.8.6-8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes. <p>Civics</p> <ul style="list-style-type: none"> 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.CV.5.LC. 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. 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. <p>History Standards</p> <ul style="list-style-type: none"> SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. 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.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. 	<p>This unit will help students understand the term "Holocaust," why/how it took place, and the differences between prejudice and discrimination, armed and spiritual resistance, direct and assumed orders, concentration camps and killing centers, and guilt and responsibility. Events of the Holocaust, and particularly how individuals and organizations behaved at that time, is taught in the context of European history and provides students a perspective on the precedents and circumstances that may have contributed to it. Students will begin to comprehend the circumstances that encouraged or discouraged particular actions or events.</p>
<p>Civil Rights Trimester 2 ~ 3 weeks</p>	<p>Inquiry Skills</p> <ul style="list-style-type: none"> SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions. <p>Civics</p> <ul style="list-style-type: none"> 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.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.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time. <p>History</p> <ul style="list-style-type: none"> 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.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. 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 	<p>The civil rights movement of the 1950s and 1960s defined a generation. This unit allows students to learn about the movement, its leaders, and the sacrifices made in the fight for equal rights for all groups.</p>

<p>The Cold War</p> <p>Trimester 3</p> <p>~ 3 weeks</p>	<p>Economics</p> <ul style="list-style-type: none"> SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society. SS.6-8.EC.2. Explain how external benefits and costs influence choices. <p>Geography</p> <ul style="list-style-type: none"> SS.6-8.G.1. Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment. SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions. <p>History</p> <ul style="list-style-type: none"> 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.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.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. 	<p>This unit focuses on the causes and effects of the Cold War, including discussions about NATO, the Red Scare, and the Vietnam War. Students will understand that the United States and the Soviet Union (Russia) had fundamental differences that stemmed from the differences between communism and capitalism. They will observe how the secretive events which took place during the Cold War brought on distrust amongst Americans and the government. Students will be able to describe how wars cause many societal changes in the United States, especially with military involvement with other countries.</p>
<p>Tensions in the Middle East</p> <p>Trimester 3</p> <p>~ 2 weeks</p>	<p>Geography</p> <ul style="list-style-type: none"> SS.6-8.G.5. Compare and contrast the cultural and environmental characteristics of different places or regions. <p>History</p> <ul style="list-style-type: none"> 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. 	<p>This unit is designed to support students in understanding Middle East geography (an overview of countries that make up the Middle East), the causes which led to the Persian Gulf War, the international reaction to Saddam Hussein's actions, the immediate and long term effects of the Persian Gulf War, and regional tension (religion and/or beliefs).</p>
<p>Illinois History</p> <p>Trimester 3</p> <p>~ 1 week</p>	<p>Civics</p> <ul style="list-style-type: none"> SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time. 	<p>Students will be able to compare and contrast the US Constitution with the Illinois Constitution and their impacts on various groups of people over time.</p>
<p>Introduction to Financial Literacy</p> <p>Trimester 3</p> <p>~ 2 weeks</p>	<p>Economy</p> <ul style="list-style-type: none"> 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.EC.8. Explain barriers to trade and how those barriers influence trade among nations. SS.6-8.EC.FL.11. Explain the roles and relationships among savers, borrowers, interest, time, and the purposes for saving. 	<p>By the end of this unit, students will understand how supply and demand affect an economy, how taxes are collected and used, the difference between gross and net pay, and how credit cards work.</p>