

**Illinois Learning Standards for Social Science**

<b>Content Standards</b>	<b>Inquiry Skills</b>
<p><b>Civics</b>  <b>SS.CV.1.6-8.MdC:</b> Describe the roles of political, civil and economic organizations in shaping people’s lives.  <b>SS.CV.1.6-8.MC:</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.  <b>SS.CV.3.6-8.LC, MdC, MC:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.  <b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.  <b>SS.CV.4.6-8.MdC:</b> Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.  <b>SS.CV.5.6-8.LC; MdC; MC :</b> Apply civic virtues and democratic principles in school and community settings.  <b>SS.CV.6.6-8.MdC:</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.  <b>SS.CV.6.6-8.MC:</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p> <p><b>Geography</b>  <b>SS.G.2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.  <b>SS.G.2.6-8.MC:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.  <b>SS.G.3.6-8.MC:</b> Evaluate the influences of long-term human- induced environmental change on spatial patterns of conflict and cooperation.</p> <p><b>Economics and Financial Literacy</b>  <b>SS.EC.3.6-8.MC:</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.  <b>SS.EC.FL.1.6-8.MdC:</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.  <b>SS.EC.FL.2.6-8.MdC:</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.  <b>SS.EC.FL.2.6-6.MC:</b> Analyze the relationship between financial risks and protection, insurance and coasts.</p>	<p><b>Developing Questions and Planning Inquiries</b>  <b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.  <b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.  <b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p><b>Evaluating Sources and Using Evidence</b>  <b>SS.IS.4.6-8.LC.:</b> Determine the value of sources by evaluating their relevance and intended use.  <b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.  <b>SS.IS.4.6-8.MC:</b> Gather relevant information from credible sources and determine whether they support each other.  <b>SS.IS.5.6-8.LC:</b> Appropriately cite all sources utilized.  <b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.  <b>SS.IS.5.6-8.MC:</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p><b>Communicating Conclusions and Taking Informed Action</b>  <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.  <b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others).  <b>SS.IS.8.6-8.LC:</b> Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.  <b>SS.IS.8.6-8.MdC:</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.  <b>SS.IS.8.6-8.MC:</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>

<p><b>History</b>  <b>SS.H.1.6-8.LC:</b> Classify series of historical events and developments as examples of change and/or continuity.  <b>SS.H.1.6-8.MdC:</b> Analyze connections among events and developments in broader historical contexts.  <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.  <b>SS.H.2.6-8.LC:</b> Explain how and why perspectives of people have changed over time.  <b>SS.H.2.6-8.MdC:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.  <b>SS.H.2.6-8.MC:</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.  <b>SS.H.3.6-8.LC:</b> Classify the kinds of historical sources used in secondary interpretation.  <b>SS.H.3.6-8.MdC:</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.  <b>SS.H.3.6-8.MC:</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.  <b>SS.H.4.6-8.LC:</b> Explain multiple causes and effects of historical events.  <b>SS.H.4.6-8.MdC:</b> Compare the central historical arguments in secondary works across multiple media.  <b>SS.H.4.6-8.MC:</b> Organize applicable evidence into a coherent argument about the past.</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>* Inquiry skills are incorporated within all units.</p>
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**Technology**

SMART Board, Elmo, laptop, iPads, VR System, YouTube, Discovery Education, SHEG

Standards	Essential Questions	Content	Skills	Assessment	Resources
<p><b>Quincy 1900s</b>                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>Quincy 1900s</b>                      Why is it important to know about the city where you live?                       How has Quincy impacted local and US history?                       How does the history of Quincy impact current day citizens?</p>	<p><b>Quincy 1900s</b>                      -Maps                      -Street names</p>	<p><b>Quincy 1900s</b>                      -Use maps, photographs and satellite images                      -Identify the patterns of Quincy’s street names                      -Analogize Quincy’s past and present</p>	<p><b>Quincy 1900s</b>                      -Quincy Livability                      -Quincy Research Project</p>	<p><b>Quincy 1900s</b>                      -Power Point</p>

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<p><b>Early Government</b>                      SS.CV.1.6-8.MdC, MC                      SS.CV.3.6-8.LC, MdC, MC                      SS.CV.4.6-8.LC, MdC                      SS.CV.5.6-8.LC, MdC, MC                      SS.CV.6.6-8.LC, MdC, MC                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>Early Government</b>                      How did the nation’s early problems reveal philosophies of government?</p>	<p><b>Early Government</b>                      -Washington                      -Jefferson                      -Philosophy of government                      -Two party political system                      -Internal and external threats                      -Political and geographical changes during Jefferson’s presidency</p>	<p><b>Early Government</b>                      -Identify economic and governmental challenges of the new nation                      -Analyze the role of the government                      -Describe and explain the significance of precedents established during the presidency of George Washington and evaluate the significance of Washington’s Farewell Address                      -Analyze the development of early political parties and ideologies                      -Describe conflicts at home and abroad during the presidencies of George Washington and Thomas Jefferson</p>	<p><b>Early Government</b>                      -Role of Government                      -Washington’s Precedent</p>	<p><b>Early Government</b>                      -Discovery Education                      Social Studies Techbook by Discovery Education</p>
<p><b>War and Diplomacy</b>                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>War and Diplomacy</b>                      How did the War of 1812 change the perceptions of the United States at home and abroad?                       Did the benefits of American expansion outweigh the costs?</p>	<p><b>War and Diplomacy</b>                      -Louisiana Purchase                      -War of 1812                      -America as a unified country                      -American Indian Wars                      -Monroe Doctrine</p>	<p><b>War and Diplomacy</b>                      -Analyze the impact of the Louisiana Purchase                      -Explain underlying issues and trace events that led to the War of 1812                      -Assess the impact of the War of 1812 on the US                      -Trace and explain the significance of events after the War of 1812 that led to the announcement of the Monroe Doctrine                      -Explain major provisions of the Monroe Doctrine and assess its immediate and long-term impact on U.S. foreign relations</p>	<p><b>War and Diplomacy</b>                      -Impact of Louisiana Purchase                      -War of 1812</p>	<p><b>War and Diplomacy</b>                      -Discovery Education                      Social Studies Techbook by Discovery Education</p>

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<p><b>Westward Expansion</b>                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>Westward Expansion</b>                      What impact did Manifest Destiny have on the growth and development of the United States?</p> <p>Was Jackson a champion of democracy?</p> <p>Were the benefits of expansion worth the costs?</p>	<p><b>Westward Expansion</b>                      -Andrew Jackson                      -Native Americans                      -Lewis and Clark                      -Industrial Revolution                      -Indian Removal                      -Oregon Trail                      -Manifest Destiny                      -Mexican-American War                      -Gold Rush                      -Mormon Trail                      -Native Americans today</p>	<p><b>Westward Expansion</b>                      -Identify and describe philosophies and policies associated with Jacksonian Democracy                      -Evaluate Native American relocation policies implemented during the presidency of Andrew Jackson                      -Explain the concept of Manifest Destiny and describe its effect on the territorial growth of the United States                      -Locate and identify areas acquired by the United States between 1836 and 1853                      -Discuss the causes, key events, and consequences of the Mexican–American War                      -Describe dynamics of daily life in the West from a variety of perspectives                      -Explain political, geographic, economic, and cultural factors that affected the population, including Native Americans, of the West during the first half of the 1800s</p>	<p><b>Westward Expansion</b>                      -Project</p>	<p><b>Westward Expansion</b>                      -Discovery Education                      Social Studies Techbook by Discovery Education</p>

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<p><b>Civil War</b>                      SS.CV.1.6-8.MdC, MC                      SS.CV.3.6-8.LC,MdC,MC                      SS.CV.4.6-8.LC, MdC                      SS.CV.5.6-8.LC,MdC,MC                      SS.CV.6.6-8.LC,MdC,MC                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>Civil War</b>                      Why do societies change?</p> <p>What motivates people to act?</p> <p>How did geographical, economic and political differences lead to the Civil War?</p> <p>How did the Union win the Civil War?</p>	<p><b>Civil War</b>                      -Steps to the War                      -Slavery and Abolition                      -Division between North and South                      -Missouri Compromise                      -Social Reform Movements                      -Gettysburg Address                      -Significant battles                      -Important people                      -Birth of Republican Party                      -Lincoln Douglas Debates                      -Supreme Court cases                      -Emancipation Proclamation                      -Daily living</p>	<p><b>Civil War</b>                      -Identify the new technology and its impact on the North and the South (ie: factory system and cotton gin)                      -Trace the rise of the abolitionist, women's suffrage movements, and cultural advancements                      -Identify the steps leading up to the Civil War                      -Analyze the experiences of enslaved and free African Americans in antebellum America                      -Compare and contrast the characteristics of the Union and Confederate armies (size, access to resources)                      -Describe the outbreak, major battles, turning points (Emancipation Proclamation/Gettysburg Address), and conclusion of the Civil War                      -Analyze key immediate outcomes of the Civil War on various groups and regions in the United States                      -Analyze the political, economic, and social effects of the Civil War</p>	<p><b>Civil War</b>                      -Comparison: slave life to factory life</p>	<p><b>Civil War</b>                      -Discovery Education Social Studies Techbook by Discovery Education</p>

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<p><b>Reconstruction</b>                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>Reconstruction</b>                      What problems did reconstruction solve and what problems did it not solve?                       How did the end of Reconstruction affect the future of America?                       How did the lives of freed African Americans change?                       What were the three Reconstruction plans and why did each fail?</p>	<p><b>Reconstruction</b>                      -Destruction of the South                      -Freedom for African Americans                      -Lincoln’s Assassination                      -13th Amendment                      -14th Amendment                      -15th Amendment                      -Reconstruction Plans and Acts                      -Carpetbaggers and Scalawags                      -KKK                      -Sharecropping                      -Supreme Court Cases                      -Jim Crow Laws</p>	<p><b>Reconstruction</b>                      -Explain social and economic problems faced by the nation following the Civil War                      -Analyze and compare Reconstruction plans proposed by Abraham Lincoln and moderate Republicans, the Radical Republicans, and Andrew Johnson                      -Create a more effective Reconstruction plan                      -Evaluate the effectiveness of key components of Congressional Reconstruction, including the Freedmen’s Bureau and the establishment of military control of the South.                      -Describe and evaluate the impact of the Thirteenth, Fourteenth and Fifteenth amendments to the Constitution                      -Assess the long-term social and cultural impacts of Reconstruction on various groups</p>	<p><b>Reconstruction</b>                      -Comparison of Reconstruction plans</p>	<p><b>Reconstruction</b>                      -TBD</p>

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<p><b>American Movements</b>                      SS.EC.3.6-8.MC                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>American Movements</b>                      How did the events of various American movements affect the United States citizens?</p>	<p><b>American Movements</b>                      -Civil Rights                       US history of marginalized groups:                      -Natives Americans                      -Women                      -Latino                      -Immigrants                      -Disabled</p>	<p><b>American Movements</b>                      -Analyze the causes and the impact of the movement of African Americans from the South to the industrial North and the West during the early 1900s.                      -Describe the dynamics of racial relations in the United States                      -Describe the causes and impact of the Harlem Renaissance                      -Analyze causes, characteristics, and consequences of social and cultural changes that took place in the United States during the 1900s                      -Identify key events and developments leading to the civil rights movement of the 1950s and 1960s.                      -Trace key developments in the legal battle to achieve school desegregation                      -Evaluate methods that civil rights activists used to protest racial discrimination                      -Compare the philosophies of prominent leaders of the civil rights movement                      -Analyze federal legislation that was passed to protect the rights of African Americans in the</p>	<p><b>American Movements</b>                      -TBD</p>	<p><b>American Movements</b>                      -Discovery Education Social Studies Techbook by Discovery Education</p>

			<p>United States</p> <ul style="list-style-type: none"><li>-Assess the impact of the civil rights movement on African Americans, the U.S. political system, and American society.</li><li>-Trace and explain changes in women's roles during the 1900s</li><li>-Describe the Latino and Native American struggles for civil rights during the 1900s</li><li>-Describe key developments in African Americans' struggle for equality after 1968.</li></ul>		
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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p><b>War and Peace</b>                      SS.G.2.6-8.MdC, MC                      SS.G.3.6-8.MC                      SS.H.1.6-8.LC, MdC, MC                      SS.H.2.6-8.LC, MdC, MC                      SS.H.3.6-8.LC.MdC.MC                      SS.H.4.6-8.LC, MdC, MC</p>	<p><b>War and Peace</b>                      What led to US involvement in wars during 1900s-2000s?                       How did these wars impact the United States’ position in the world?                       How did these wars influence change for the citizens of the United States?</p>	<p><b>War and Peace</b>                      -US role in the world                      -WWI (1914-1918)                      -WWII (1941-1945)                      -Cold War (1947-1991)                      -Korean War (1950-1953)                      -Vietnam War (1960’s-1975)                      -Gulf War (1990-1991)                      -Afghanistan (2001-present)                      -Iraq (2003-present)                      -Various “interventions”</p>	<p><b>War and Peace</b>                      -Describe and explain factors that contributed to imperialism during the late 1800s and early 1900s.                      -Identify the pros and cons of US Imperialism                      -Evaluate U.S. global policies and events leading up to the U.S. involvement in each war                      -Assess the results of each war                      -Evaluate responses of the US government to the Holocaust                      -Describe how citizens on the home front supported the U.S. military’s efforts to win World War II                      -Analyze government policies on the home front during World War II (ie: censorship, Japanese American Internment)                      -Describe how developments on the home front affected various groups of Americans, including women, African Americans, and other minority groups                      -Analyze Cold War events in Cuba, Europe and the Americas during the 1960s.                      -Explain the causes and consequences of the antiwar movement during the Vietnam War                      -Trace key Cold War</p>	<p><b>War and Peace</b>                      -TBD</p>	<p><b>War and Peace</b>                      -Discovery Education                      Social Studies Techbook by Discovery Education</p>

			<p>events that culminated in the fall of the Soviet Union and the end of the Cold War</p> <ul style="list-style-type: none"> <li>-Evaluate the role of the United States in the Middle East from 1980 to 2020</li> </ul>		
<p><b>Economics</b>                  SS.EC.3.6-8.MC                  SS.EC.FL.1.6-8.MdC                  SS.EC.FL.2.6-8.MdC, MC</p>	<p><b>Economics</b>                  What is the fundamental role of income?</p> <p>Why is saving money critical?</p> <p>How are the services at financial institutions different?</p> <p>How should people spend money wisely and use a budget as a tool?</p>	<p><b>Economics</b>                  -Income                  -Saving, Investing and Risk Management                  -Debit and Credit                  -Budget</p>	<p><b>Economics</b>                  -Identify personal interests, skills, work preferences, and values                  -Identify career interests                  -Evaluate the risks and benefits of saving and investing                  -Evaluate risk and recognize insurance as a way to minimize it                  -Define taxes; explain their purpose; and understand how they affect everyone                  -Explain the advantages and disadvantages of using credit and debit cards                  -Explain who uses a budget and why                  -Identify the components of a successful budget                  -Create a successful budget using hypothetical life situations</p>	<p><b>Economics</b>                  -Teacher observations                  -Classroom discussion</p>	<p><b>Economics</b>                  -Junior Achievement: Finance Park</p>