# Reading Focus: Literature
Reading Focus: Literature

# Writing Focus: Narrative
Writing Focus: Narrative

## Unifying Concept:
REVOLUTIONARY WAR AND FOUNDATIONS OF GOVERNMENT

Quarter 1

### Big Ideas

#### Enduring Understandings:
- Democratic values include belief in equal rights, democracy, and justice.
- The power of government is limited in a democratic society.
- People have the right and duty to overthrow their government when government leaders abuse their power.
- To ensure democracy, citizens must be active participants in their government.
- All people in a democratic society shall have equal access to justice and civil rights.
- Individuals do have power and can exercise these powers.
- The purpose of government is to protect the natural rights of its citizens.

#### Essential Questions:
- How can conflict lead to change?
- What is the role of leadership and power during times of momentous change?
- Can a document impact the course of history?
- How do we ensure that all Americans are guaranteed equal rights and protection from tyranny?
- How do we ensure that the government meets the needs of society as times change?
- How is democracy protected?
- Why is government necessary?
- How will people have a say in a democratic government?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>S3.C1.PO 1.</td>
<td>Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta; b. English Bill of Rights; c. Montesquieu’s separation of power; d. John Locke’s theories – natural law, social contract; e. Mayflower Compact; f. Declaration of Independence; g. Articles of Confederation.</td>
</tr>
</tbody>
</table>

#### Supporting Standards

<table>
<thead>
<tr>
<th>S1.C4.PO 2.</th>
<th>Describe the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton); b. aid from France; c. surrender at Yorktown</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C4.PO 5.</td>
<td>Describe how one nation evolved from thirteen colonies: a. Constitutional Convention; b. George Washington’s presidency; c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans).</td>
</tr>
</tbody>
</table>

#### Constant Standards

<table>
<thead>
<tr>
<th>S1.C1.PO 1.</th>
<th>Construct charts, graphs, and narratives using historical data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C1.PO 2.</td>
<td>Interpret historical data displayed in graphs, tables, and charts.</td>
</tr>
</tbody>
</table>

### Social Justice Standards

| ID.6-8.1 | I know and like who I am and can comfort-ably talk about my family and myself and describe our various group identities. |
### 2018-2019 Social Studies, Curriculum Map, Grade 8, Q1

<table>
<thead>
<tr>
<th>S1.C1.PO 3.</th>
<th>Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C1.PO 4.</td>
<td>Formulate questions that can be answered by historical study and research.</td>
</tr>
<tr>
<td>S1.C1.PO 5.</td>
<td>Describe the difference between a primary source document and a secondary source document and the relationships between them.</td>
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<td>S1.C1.PO 6.</td>
<td>Determine the credibility and bias of primary and secondary sources.</td>
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<td>S1.C1.PO 7.</td>
<td>Analyze cause and effect relationships between and among individuals and/or historical events.</td>
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<td>S1.C1.PO 8.</td>
<td>Analyze two points of view on the same historical event.</td>
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<tr>
<td>S4.C1.PO 2.</td>
<td>Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</td>
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<tr>
<td>S4.C1.PO 4.</td>
<td>Locate physical and cultural differences (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</td>
</tr>
<tr>
<td>S4.C1.PO 5.</td>
<td>Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied).</td>
</tr>
</tbody>
</table>

### Adopted Texts and Materials

**Adopted:**
- The American Journey – Glencoe
- Civics Today – Glencoe

**Suggested Supplemental:**
- Making it Home – Beverley Naidoo

### Multicultural Adoptions:
- La Linea – Ann Jaramillo
- To Be a Slave, Julius Lester
- Across Five Aprils, Irene Hunt
- Forge, Laurie Halse Anderson
- Chains, Laurie Halse Anderson
- American Indians and African American of the American Revolution through Primary Sources, John Micklos, Jr.

**Education Materials Center: Social Studies Bibliography**

### Instructional and Assessment Guides
- National Museum of the American Indian

### Additional Instructional Resources
- Participate in a group activity using primary and secondary sources to analyze contact between indigenous peoples and the first wave of European
2018-2019 Social Studies, Curriculum Map, Grade 8, Q1

- The Map Of Native American Tribes You've Never Seen Before
- Trans-Atlantic Slave Voyages
- Race: The Power of an Illusion – Documentary Film (Supporting Website)
- KHAN Academy (US History)
- National Archives: American Originals
- National Archives: African American Heritage
- The Rise and Fall of Jim Crow - PBS
- The American Revolution - PBS
- Descriptors of DOK Levels for Social Studies
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- Document Based Questions (World History)
- Socratic Seminar
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
- Dr. Paula's Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES," Cardinal Consulting Group, Inc.
- Beyond the Bubble A new generation of history assessments
- RUBRICS AND RUBRIC MAKERS
- explorers. (Free Registration)
- Take a Quizlet comparing characteristics of the New England, Middle, and Southern colonies.
- Compare the experiences of property owners, indentured servants, women, African Americans and Native Americans.
- Write an essay discussing the reasons for colonization of America.
- Explain how the Doctrine of Discovery was used as a justification for European colonization of the Americas and its effect on Indigenous People worldwide.
- Create a timeline to record the major battles of the American Revolution and their outcomes.
- Participate in a simulation where students will act as members of pre-Revolutionary America.
- Experience a stratified society in a simulation.
- Create a pamphlet advertising the factors that contributed to the variations between the different regions in the colonies.
- Have a class debate centered on the Boston Tea Party. Debate who was at fault and then write a diary entry describing the Boston Tea Party from the British and the colonial perspective.
- Write a letter from the point of view of a colonial leader during the Revolution to convince a European nation to support the Americans in the war. (Reluctant Revolutionaries)
- Analyze the developing American ideals and identity embedded in revolutionary writings and propaganda such as the Declaration of independence, Common Sense, The Crisis, or speeches by Patrick Henry. (primary sources)
# 2018-2019 Social Studies Curriculum Map, Grade 8, Q2

**Reading Focus:** Informational  
**Writing Focus:** Informative/Explanatory

## Unifying Concept:
**THE DEPRESSION AND CONFLICT**

### Quarter 2

#### Big Ideas

**Enduring Understandings:**
- Social, political, and economic systems were challenged in the 20th century.
- War can have unintended global consequences.

**Essential Questions:**
- What were the causes and the outcomes of the Great Depression?
- How did WWII affect the minority groups of America?
- What were the major causes of WWII?
- What choices and decisions do societies face in war?
- What events led to the Allied Victory?
- How did the role of the U.S. in world affairs change as a result of World War II?
- How did WW II affect American society?
- What is more important, national security or personal liberty?

#### Standards

**Highly-Leveraged Standards**
- **S1.C8.PO 1.** Review the impact of the Great Depression on the United States.  
- **S1.C8.PO 3.** Explain the impact of World War II on economic recovery from the Great Depression.  
- **S1.C8.PO 6.** Summarize the United States' role in the following events: a. D-day invasion; b. battles of the Pacific; c. development and use of the atomic bomb; d. V-E Day/V-J Day.

**Supporting Standards**
- **S1.C8.PO 2.** Explain how Pearl Harbor led to United States involvement in World War II.  
- **S1.C8.PO 4.** Explain how the following factors affected the U.S. home front during World War II: a. war bond drives; b. war industry; c. women and minorities in the work force; d. rationing; e. internment of Japanese-, German-, and Italian-Americans.  
- **S1.C8.PO 5.** Describe Arizona's contributions to the war effort: a. Native American Code Talkers; b) Ira Hayes; c) mining; d) training bases; e. POW and internment camps.  
- **S1.C8.PO 7.** Analyze the following individuals' significance to World War II: a) Franklin D. Roosevelt; b. Dwight Eisenhower; c. George Patton; d. Douglas MacArthur; e. Harry Truman; f. Eleanor Roosevelt.  
- **S2.C8.PO 2.** Analyze the major causes of World War II: a aggressive search for resources by Japan; b. political ideologies of Fascism and Nazism; c. resentment toward the Treaty of Versailles.

**Constant Standards**
- **S1.C1.PO 1.** Construct charts, graphs, and narratives using historical data.  
- **S1.C1.PO 2.** Interpret historical data displayed in graphs, tables, and charts.  
- **S1.C1.PO 3.** Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.

**Social Justice Standards**
- **ID.6-8.3** – I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
**S1.C1.PO 4.** Formulate questions that can be answered by historical study and research.

**S1.C1.PO 5.** Describe the relationship between a primary source document and a secondary source document and the relationships between them.

**S1.C1.PO 6.** Determine the credibility and bias of primary and secondary sources.

**S1.C1.PO 7.** Analyze cause and effect relationships between and among individuals and/or historical events.

**S1.C1.PO 8.** Describe two points of view on the same historical event.

**S4.C1.PO 1.** Construct maps, charts, and graphs to display geographic information.

**S4.C1.PO 2.** Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.

**S4.C1.PO 3.** Interpret maps, charts, and geographic databases using geographic information.

**S4.C1.PO 4.** Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.

**S4.C1.PO 5.** Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied).

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**DI.6-8.7 – I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.**

**DI.6-8.8 I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.**

**JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.**

**AC.6-8.17 - I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.**

Teaching Tolerance Anti-Bias Framework

[https://www.tolerance.org/frameworks](https://www.tolerance.org/frameworks)

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**Adopted Texts and Materials**

**Adopted:**

- The American Journey – Glencoe
  - Chapter 26
- Civics Today – Glencoe
  - Chapter 24
  - Chapter 27: Section 1

**Suggested Supplemental:**

- The Civil Rights Act of 1964: A Long Struggle for Freedom
- World War II and Post War (1940–1949)
- Great Depression and World War II 1929 - 1945
- Minority Groups and the Great Depression

**Multicultural Literature:**

- Code Talker: a novel about the Navajo Marines of World War Two, Joseph Bruchac
- A Diamond in the Desert, Kathryn Fitzmaurice
- Under the Blood Red Sun, Graham Salisbury

**Education Materials Center: Social Studies Bibliography**

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**Instructional and Assessment Guides**

- KHAN Academy (US History)
- Inside World War II: A Global Perspective – Video

**Additional Instructional Resources**

- Create a propaganda poster to support the war utilizing nationalism.
- Analyze the historical accuracy of Primary vs. Secondary sources during World War II.
2018-2019 Social Studies Curriculum Map, Grade 8, Q2

<table>
<thead>
<tr>
<th>Native Words Native Warriors</th>
<th>Construct Maps &amp; Timelines showing key dates and events of WWII and the Holocaust.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of the Great Depression</td>
<td>Causes of World War II Activity (Requires Free Registration)</td>
</tr>
<tr>
<td>World War II History Channel</td>
<td>Visual analysis of Disney cartoons that supported the American war effort.</td>
</tr>
<tr>
<td>United States Holocaust Memorial Museum</td>
<td>Students will be assigned a point of view from a particular country and write a war article that reflects their perspective.</td>
</tr>
<tr>
<td>Descriptors of DOK Levels for Social Studies</td>
<td>Great Depression photo analysis.</td>
</tr>
<tr>
<td>DOK Question Stems</td>
<td>The Brave Butterfly at the National Holocaust Memorial Museum</td>
</tr>
<tr>
<td>HESS Cognitive Rigor Matrix (Social Studies/Humanities)</td>
<td></td>
</tr>
<tr>
<td>&quot;WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES,&quot; D.C. Everest School District</td>
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<td></td>
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<td>Beyond the Bubble A new generation of history assessments</td>
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<td>RUBRICS AND RUBRIC MAKERS</td>
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</tbody>
</table>
# 2018-2019 Social Studies Curriculum Map, Grade 8, Q3

## Reading Focus: Literature

## Writing Focus: Argumentative

## Unifying Concept:

**COLD WAR WORLD AND CIVIL RIGHTS IN AMERICA**

<table>
<thead>
<tr>
<th>Quarter 3</th>
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</thead>
</table>

### Big Ideas

#### Enduring Understandings:
- Fear is used as a strong motivator by leaders.
- Americans must be vigilant in guarding the rights for all citizens.
- The creation of nuclear weapons threatens the world.
- Actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- When there is conflict between or within societies, change is the result.
- For a democracy to be strong and sustaining, all of its citizens should have equal political, social, and economic rights.

### Essential Questions:
- How did fear of Communism create changes in American culture?
- What foreign and domestic conflicts emerged from the Cold War Era?
- How did society in the U.S. change during the Cold War Era?
- What were the goals and outcomes of the Civil Rights movement?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C9.PO 1</td>
<td>Describe the following origins of the Cold War: a. Western fear of communist expansion; b. Soviet fear of capitalist influences; c. development of nuclear weapons; d. Truman Doctrine.</td>
</tr>
<tr>
<td>S1.C9.PO 2</td>
<td>Describe the impact of the Cold War on the United States: a. McCarthyism; b. arms race; c. space race; d. Cuban Missile Crisis; e. creation of the CIA.</td>
</tr>
<tr>
<td>S2.C8.PO 10</td>
<td>Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</td>
</tr>
<tr>
<td>S3.C4.PO 5</td>
<td>Describe the impact that the following had on rights for individuals and groups: a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause; b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks); c. desegregation - military, schools, transportation, sports; d. United Farm Workers (i.e., Cesar Chavez); e. National Organization for Women (NOW) - Equal Rights Amendment (ERA).</td>
</tr>
</tbody>
</table>

#### Supporting Standards

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2.C8.PO 7</td>
<td>Compare the rebuilding of Japan with the rebuilding of Germany following World War II.</td>
</tr>
<tr>
<td>S2.C8.PO 8</td>
<td>Describe the following events resulting from World War II: a. Nuremberg Trial; b. Marshall Plan; c. NATO/Warsaw Pact; d. creation of United Nations; e. creation of Israel.</td>
</tr>
<tr>
<td>S3.C3.PO 5</td>
<td>Describe the significance of the Amendments to the Constitution.</td>
</tr>
</tbody>
</table>
### Constant Standards

| ID.6-8.4 | I feel good about my many identities and know they don’t make me better than people with other identities. |
| ID.6-8.9 | I know I am connected to other people and can relate to them even when we are different or when we disagree. |
| JU.6-8.13 | I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups. |
| JU.6-8.14 | I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born. |
| AC.6-8.18 | I can respectfully tell someone when his or her words or actions are biased or hurtful. |

### Social Justice Standards

| ID.6-8.4 | I feel good about my many identities and know they don’t make me better than people with other identities. |
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| AC.6-8.18 | I can respectfully tell someone when his or her words or actions are biased or hurtful. |

### Teaching Tolerance Anti-Bias Framework

[Tutorial and Framework](https://www.tolerance.org/frameworks)

### Adopted Texts and Materials

**Adopted:**  
The American Journey – Glencoe  
Civics Today – Glencoe

**Suggested Supplemental:**  
Civil Rights Era Documents:  

**Multicultural Adoptions:**  
*Code Talker: a novel about the Navajo Marines of World War Two*, Joseph Bruchac  
*A Diamond in the Desert*, Kathryn Fitzmaurice  
*Under the Blood Red Sun*, Graham Salisbury

**Education Materials Center: Social Studies Bibliography**
### Instructional and Assessment Guides
- KHAN Academy (US History)
- History Channel Cold War
- Cold War and Pop Culture in America
- Civil Rights Movement 1919-1960's
- Teaching Tolerance Anti-biased free lessons
- Descriptors of DOK Levels for Social Studies
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
- Dr. Paula's Prescriptions for Professional Development Wiki, “FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES”, Cardinal Consulting Group, Inc.
- Beyond the Bubble A new generation of history assessments
- RUBRICS AND RUBRIC MAKERS

### Additional Instructional Resources
- Speed Dating: Role-play key people of the Cold War and foundational Civil Rights leader’s first encounters using textual evidence to develop an introduction and significance to the War.
- Evaluate the US Response to the Cuban Missile Crisis, each student is the President and they have to give a three-minute speech explaining and justifying what they would do.
- Compare the laws that affected minorities before and after the Civil Rights movement.
- Analyze the speeches of the Civil Rights movement for historical context, intended audience, purpose, and point of view.
- Philosophical Chairs: Cold War Containment Theory versus Domino Theory, discussion using primary and secondary sources.
- Junior Achievement – provides 6 lessons on the fundamentals of economics.
- Court Case Movie Poster: Students will read and analyze the major Supreme Court cases that affected civil rights and then create a movie poster interpreting and announcing the changes brought by this court case.
- Groups of the Civil Rights era advertising campaign. Students will be assigned a group from the Civil Rights era and have to design a modern ad campaign raising awareness to their cause and goals. Must be persuasive. Final product can be a poster, commercial, video, speech, song.
### 2018-2019 Social Studies Curriculum Map, Grade 8, Q4

**Reading Focus:** Informational  
**Writing Focus:** Argumentative

**Unifying Concept:**  
CONTEMPORARY TIMES, GLOBAL CONFLICT, AND THE PRESIDENCY

<table>
<thead>
<tr>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
</tr>
<tr>
<td>• Americas relationship with the world changed as result of the end of the cold war (fall of the Soviet Union)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>• What are the long-term effects of the civil rights movement?</td>
</tr>
<tr>
<td>• How has the perception of the presidency changed since 1970?</td>
</tr>
<tr>
<td>• How have American ideals of rights and equality changed over the course of the 20th and 21st century?</td>
</tr>
<tr>
<td>• Is 9/11 a pivotal event in contemporary times?</td>
</tr>
<tr>
<td>• How has the view of environmental responsibility evolved through Modern to Contemporary American history?</td>
</tr>
</tbody>
</table>

### Standards

#### Highly-Leveraged Standards

**S2.C8.PO 13.** Examine the fall of Communism and the unification of European nations: a. Germany - reunification, Berlin Wall torn down; b. Russia - Gorbachev, Glasnost and Perestroika; c. Union of Soviet Socialist Republics - countries regained independence; d. European Union formed.  
**S2.C8.PO 14.** Describe the following events in the Middle East during the 20th and 21st centuries: a. creation of Israel; b. conflicts between Israeli and Palestinian governments; c. Camp David Peace Treaty; d. Persian Gulf War; e. Iraq War.  
**S2.C9.PO 3.** Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).

#### Supporting Standards

**S1.C10.PO 1.** Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.  
**S1.C10.PO 2.** Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.  
**S1.C10.PO 3.** Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.  
**S1.C10.PO 4.** Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.  
**S1.C10.PO 5.** Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.  
**S1.C10.PO 6.** Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.  
**S1.C10.PO 7.** Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.

#### Constant Standards

**S1.C1.PO 1.** Construct charts, graphs, and narratives using historical data.  
**S1.C1.PO 2.** Interpret historical data displayed in graphs, tables, and charts.  
**S1.C1.PO 3.** Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.  
**S1.C1.PO 4.** Formulate questions that can be answered by historical study and research.

#### Social Justice Standards

**ID.K-2.5** - I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.  
**DI.K-2.10** – I find it interesting that groups of people believe different things and live their daily lives in different ways.  
**JU.K-2.15** I know about people who helped stop unfairness and worked to make life better for many people.
### 2018-2019 Social Studies Curriculum Map, Grade 8, Q4

| S1.C1.PO 6. | Determine the credibility and bias of primary and secondary sources. |
| S1.C1.PO 7. | Analyze cause and effect relationships between and among individuals and/or historical events. |
| S1.C1.PO 8. | Describe two points of view on the same historical event. |
| S4.C1.PO 2. | Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images. |
| S4.C1.PO 4. | Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world. |
| S4.C1.PO 5. | Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied). |

| AC.K-2.19 | I will speak up or do something if people are being unfair, even if my friends do not. |
| AC.K-2.20 | I will join with classmates to make our classroom fair for everyone. |

#### Adopted Texts and Materials

**Adopted:**
- *The American Journey – Glencoe*
- *Civics Today – Glencoe*

**Suggested Supplemental:**
- 20th century immigration myths
- Challenges to Decolonization of Africa
- American perceptions towards the presidency
- United States: Human Rights Watch

**Multicultural Adoptions:**
- A Diamond in the Desert, Kathryn Fitzmaurice
- Under the Blood Red Sun, Graham Salisbury

**Education Materials Center: Social Studies Bibliography**

#### Instructional and Assessment Guides

- KHAN Academy (US History)
- Civil Rights and 21st Century Challenges
- Watergate
- PBS: American Presidents
- Teaching Tolerance Anti-biased free lessons
- Descriptors of DOK Levels for Social Studies

#### Additional Instructional Resources

- Create a propaganda poster to support the war utilizing nationalism.
- Simulation: Mock election process using Kids Voting Arizona.
- Evaluate various US positions on resolving human rights issues to develop an argument on one of those issues.
- Formal Debates: homeland security v. individual rights or Palestine v. Israel.
- Research U.S. Census data from 1970’S to present and analyze trends to predict future trends.
**2018-2019 Social Studies Curriculum Map, Grade 8, Q4**

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<tr>
<th>DOK Question Stems</th>
<th>HESS Cognitive Rigor Matrix (Social Studies/Humanities)</th>
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</tbody>
</table>

- Create a visual flow chart that analyzes patterns in presidential power, the economy, environment, culture, and immigration in the U.S. from the 1970’s to the present.
- Continuity and Change over time: Research and write an essay that shows understanding of how and why the government and institutions have changed since the 1970’s.
- Compare and Contrast Essay: Origins and causes of immigration pre Cold War versus post Cold War America.

¹**Highly-Leveraged Standards** are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*

²**Supporting Standards** are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

³**Constant Standards** are repeatedly addressed to reinforce grade-level mastery.

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*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.*